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ABSTRACT

The third workshop on the preparation of materials for the newly-literate in Asia and the Pacific was designed to train participants in the development, production (including design and illustration), distribution, and utilization of neoliteracy materials relevant to the needs of rural people. Workshop activities included: (1) discussions on methods of developing follow-up materials, the development of prototype materials, examination of materials prepared under the Asian/Pacific Joint Production Programme (AJP), and the development of a process for adapting these materials to meet local needs; (2) fieldwork in which four working groups of participants studied the needs of different villages, developed prototype materials, and field-tested both their materials and AJP materials; and (3) development of draft national follow-up activity programs. Reports from the working groups include descriptions of their activities and the final products: a booklet; a poster and a serial poster; a radio program and two slide kits (scripts are provided); and a card game. A guide for the use of 1984 AJP materials and sample materials are included in this report, as well as national follow-up activity plans for each of the countries represented. Appended materials include general information on the workshop, the agenda, a participant list, summaries of country reports presented by participants, and the texts of seven addresses presented at the inaugural session of the workshop. (DJR)

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Preparation and Field-Testing of Materials for Neo-Literates

Final Report

Second Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific

Chiangmai, Thailand
3-12 October 1984

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Department of Non-formal Education, Ministry of Education, Thailand

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This report was produced by the Second Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific jointly organized by the Asian Cultural Centre for Unesco (ACCU), Tokyo, and the Department of Non-formal Education, Ministry of Education, Thailand, in collaboration with the Unesco Regional Office for Education in Asia and the Pacific (ROEAP), Thailand National Commission for Unesco and the Japanese National Commission for Unesco, in Chiangmai (Thailand) from 3 to 12 October 1984.

This report consists of Proceedings, three chapters –I. Preparation and Field-testing of Materials by Participants, II. Materials Produced under Asian/Pacific Joint Production Programme of Materials for Neo-Literates (AJP) and III. Planning of National Follow-up Activities – and appendices.

The chapter on preparation and field-testing of materials should prove to be particularly useful in developing different types of materials for neo-literates – 1. printed book materials, 2. printed non-book materials, 3. electronic media materials, and 4. games and others.

The technical paper presented by the resource persons in the workshop was the draft of "Guidebook for Preparation and Production of Materials for Neo-Literates" to be published by the Asian Cultural Centre for Unesco (ACCU) in June 1985.

Special thanks to the active involvement of the participants, sincere and kind guidance of the able resource persons and advisors from Unesco ROEAP, and heartfelt hospitality and devoted working of the secretariat staff from the Department of Non-formal Education, Ministry of Education of Thailand, the workshop brought a great success.

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4. Preparation and field-testing of prototype materials by the groups
5. Preparation of national follow-up activity plans
6. Closing of the workshop
7. Recommendations of the workshop

1. Introduction

a. Introduction of the workshop

The Second Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific was jointly organized by the Asian Cultural Centre for Unesco (ACCU) and the Department of Non-formal Education, Ministry of Education of Thailand in co-operation with the Unesco Regional Office for Education in Asia and the Pacific (ROEAP), the Thailand National Commission for Unesco and the Japanese National Commission for Unesco.

The workshop was held in Chiangmai, Thailand from 3 to 12 October 1984 and was attended by 23 participants from 11 countries in the region. (List of participants is given in Annex 1.)

b. Objectives of the workshop

The objective of the workshop was to provide experience for participants from Unesco Member States in the region in:

(a) developing neo-literate materials relevant to the needs of the rural people;
(b) the production of neo-literate materials, including design and illustration; and
(c) the distribution and utilization of neo-literate materials.

The workshop was also to:

(d) adapt and field-test the materials produced in the course of the workshop by the participants and produced under the Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP materials);
(e) design national follow-up programmes;
(f) finalize the manuscripts (texts and illustrations) for a guidebook for the production of materials for neo-literates.

2. Opening of the workshop

a. Opening session

The workshop was inaugurated by His Excellency, Minister of Education, Government of Thailand, Mr. Chuan Leekpai, on 3 October 1984 at 10:00 a.m. in the Conference Hall of the Chiang Inn Hotel, Chaingmai, Thailand.

Mr. Chuan observed that in spite of vigorous efforts made by the countries in the region, illiteracy remained one of the most serious problems in Asia and the Pacific. He thanked the Unesco Regional Office for Education in Asia and the Pacific and the Asian Cultural Centre for Unesco for their genuine interest in and contribution to illiteracy eradication.

He also noted that Thailand had launched a National Literacy Campaign to reduce the illiteracy rate from 14.5 percent to 10.5 percent by the end of 1986. However, he emphasized that the literacy programme was important not only to improve the record of literacy rates, but to bridge the existing gap between the majority of the people in the rural areas and the government and its various programmes, including the reading materials production programme.

The minister further stated that it was not enough to prepare reading materials; they should be suitable. They should help neo-literate in the rural areas to make a better living.

Finally, he expressed hope that the workshop would help to develop reading materials which would be interesting to neo-literates and at the same time useful for them.

At the beginning of the Inaugural Session, Dr.Kowit Vorapipatana, Director-General of the Department of Non-formal Education of Government of Thailand, welcomed the participants, observers of the workshop and other guests.

Dr. Kowit Vorapipatana observerd in his speech that the vast efforts made by the countries in the region to create a literate society would be wasted if they could not provide adequate and appropriate reading materials in the rural areas to prevent the neo-literates from relapsing into illiteracy, as was happening these days. In this context, he commended the efforts made by ACCU in this field. He thanked ACCU for choosing Thailand as a venue for the Second Regional Workshop on the Preparation of Literacy Follow-up Materials.

The deputy governor of Chiangmai Province, Mr. Aram Iam-Arun, also welcomed the participants and guests of the workshop on behalf of the governor of Chiangmai Province and all the citizens of the province. He expressed happiness to welcome the participants from different countries of Asia and the Pacific in the historical city of Chiangmai. He offered every assistance to the participants during their stay in Chiangmai.

Dr. Saiyud Champatong, secretary-general of Thailand National Commission for Unesco, extended a hearty welcome to the director-general of ACCU, participants in the workshop and guests on behalf of the Thailand National Commission for Unesco.

Dr. Saiyud observed that the problem of illiteracy is growing and severely affecting rural people and, especially, those living in remote villages and slums of the cities. Realizing this fact, governments of the

countries affected are engaged in the struggle against illiteracy. However the provision of neo-literate materials is very much needed to have lasting effects in the literacy programmes in those countries. He thanked ACCU and UNESCO for organizing the workshop in Thailand.

Mr. Naotoshi Fukui, director-general of the Asian Cultural Centre for Unesco (ACCU), thanked the government of Thailand for hosting the workshop and making all the necessary arrangements for the workshop. He also thanked the Unesco Regional Office for Education in Asia and the Pacific for providing assistance of ACCU in organizing the workshop.

He informed that the First Regional Workshop on the Preparation of Literacy Follow-up Materials was held in Japan and the Philippines in a practical and participatory manner in 1983. He expressed great happiness at the organization in Thailand of this second regional workshop, and hope that with the very rich expertise and experience of Thailand this second workshop will achieve an even more notable success.

He also expressed his satisfaction in undertaking his first mission to the historical city of Chiangmai as the director-general of ACCU.

Mr. A. Chiba, deputy director of the Unesco Regional Office for Education in Asia and the Pacific, welcomed the participants of the workshop from Unesco Member States in the region on behalf of Unesco. He expressed happiness for organizeing this workshop jointly with ACCU and the Royal Government of Thailand.

He observed that ACCU is very well-known in the region for its valuable contribution in the realms of education and culture. Thailand also has many innovative experiences in literacy and neo-literacy programmes. In this context he expressed hope that this Second Regional Workshop on the Preparation of Literacy Follow-up Materials would be able to achieve its goal of promoting and improving neo-literate learning materials in the countries of the region. Mr. Chiba emphasized the importance of literacy programmes because of the fact that in this region the number of illiterates had increased from 357 million in 1970 to 600 million in 1980, althrough the rate of illiteracy had decreased slightly from 46 percent in 1970 to 40 percent in 1980.

He informed that Unesco was cooperating with the Member States in Asia and the Pacific to eradicate illiteracy by the year 2000. Unesco ROEAP had prepared a Regional Literacy Perspective Plan to submit to the Fifth Education Minister's Conference to be held next year. Unesco ROEAP was also helping the countries to train key literacy workers in regional and national training programmes.

He said that Unesco cooperation with ACCU was very well placed and fruitful, and that programme for neo-literates, expecially neo-literate materials development, was becoming more imporant because of the fact that the number of neo-literates was also increasing very fast in the Asia and Pacific region.

The number of neo-literates in the region increased from 620 million in 1970 to 900 million in 1980, an increase of 25 million per year. As the eradiation of illiteracy plans become fully operational in the countries, the rate of increase of neo-literates will reach 62 million every year, eventually eradicating illiteracy in the region by the year 2000. This shows the magnitude of the need for neo-literate materials. If we can not provide learning materials to the neo-literates, they would again lapse into illiteracy. It is with this mind that Unesco attaches, Mr. Chiba said, great importance to the workshop and wishes its very success.

In conclusion, he thanked ACCU and the Ministry of Education, Thailand for their cooperation with Unesco.

b. Officers of the workshop

The participants of the workshop unanimously elected the following officers for the workshop.

Chairman	Dr. Tongyoo Kaewsaiha (Thailand)
Rapporteur	Mr. C.V. Bhaktapriya (India)

Resource persons of the workshop were: Dr. Kowit Vorapipatana (Thailand), Mr. Satyen Maitra (India), Mr. Maman Suherman (Indonesia), Mr. Li Zepeng (China) and Mr. M.A. Qasem Sandwip (Bangladesh)

Mr. T. Sasaoka (ACCU) was secretary-general of the workshop, and Mr. T.M. Sakya (Unesco, ROEAP) was advisor to the workshop.

c. Phases of the workshop

The workshop had the following four phases:

a) Preparatory phase.
For this phase, the participants were required to prepare, before attending the workshop, a case study on the progress of developing neo-literate materials and the problems faced by the country, i.e. national follow-up activities carried out and AJP materials adapted as a follow-up of 1983 Regional Workshop.

b) Workshop phase.
In this phase, discussions were held on the method of developing literacy follow-up mate-

rials relevant to the needs in rural communities, and some prototype materials were developed by the participants following the method discussed in the workshop. The participants also examined some materials prepared under the Asian/Pacific Joint Production Programme, and developed a process of adapting them to meet the needs in their respective countries.

c) Fieldwork phase.
In this phase, the participants studied the needs and problems of the villages for developing prototype materials and field-tested both the materials developed during the workshop and the materials developed under the Asian/Pacific Joint Production Programme.

d) Follow-up phase.
For this phase, the participants were required to conduct follow-up activities in their countries upon their return. Draft national follow-up activity programmes were developed by the participating countries' teams during the workshop.

d. Keynote address

At the beginning of the workshop, Dr. Saiyud Champatong, deputy permanent secretary, presented a keynote address on behalf of Mr. Sman Sangmahli, permanent secreatry of the Ministry of Education, Thailand.

Dr. Saiyud stressed the importance of linking and supplementing the rural population's oral tradition with the world of written communication. He proposed the idea of establishing "reading circles" of between eight and ten neo-literates who could read, discuss and write together. He also emphasized the necessity of developing and practicing writing skills in addition to reading skills as a liberating force to activate the rural population in development. Dr. Saiyud also suggested the idea of establishing rural community information systems linked to the existing primary education and local radio station systems. He emphasized that for all those activities the production of learning materials which were interesting, with varied contents and social as well as technical issues, was of prime importance. Such learning materials not only spark the rural people's interest in reading but also make it easy to organize reading circles to facilitate more discussion and even writing to one another.

e. Observation visit to Nong Lom Village

In the afternoon on 4 October 1984, all the participants visited Nong Lom Village which located in Tambon San Mahanon, Maetang District, 40 kilometres north of Chiangmai, to observe the establishments at the village. The participants were warmly welcomed by the village headman and other members, and had friendly discussion with them to get the basic idea on the aspects of rural life in Chiangmai. After the discussion, the participants devided into smaller groups and visited individual houses in the village to observe the life of village people and to talk with them on the improvement of the quality of life in an informal and causual atmosphare.

3. Paper presentation and discussion

a. Presentation of country papers

Members of each participating country in the workshop were required to prepare in advance a paper on the neo-literate materials production programme in their country. These papers were presented in the afternoon session on 3 October 1984. As each participant read his or her paper, clarifications were sought and given. The papers read by the participants have been summarized and presented in Annex IV.

The general pattern that emerged with regard to material production for neo-literate in the 11 countries participating in the workshop is given below.

(1) Types of programme

The materials were produced as per the need of the programme undertaken by various countries.

(a) Generally, all the countries participating in the workshop have basic literacy programmes called by several names.
(b) Some countries like India, Indonesia, Nepal and Thailand combine literacy and life skills in their programmes and refer to them as functional literacy programmes.
(c) Libraries and reading centres are organized by some countries, in addition to other types of programmes. This kind of programme assumes a higher level of reading skill on the part of learners.
(d) Yet another type of programme offered to rural masses is meant for developing skills leading to economic gains.
(e) Complementary education is a large programme in Vietnam, China, India and Thailand.

(2) Agencies responsible for production of materials

The quality, quantity and type of materials produced depends to a large extent on the agencies which are involved in the preparation and production.

(a) Generally, it is the government agencies in education departments as well as other departments like health, agriculture, and industry that take up such production.

(b) In Malaysia, it is the Department of Community Development which is responsible for the task.
(c) In quite a number of countries, particulary in Bangladesh, India, Nepal, Philippines and Thailand, voluntary agencies and even some individuals are engaged in the neo-literate material production activities.

(3) Type of materials

The production of neo-literate materials has certainly been influenced by the type of the programme and the agency producing them.

(a) Primers and supplementary materials are as general rule predominant in all these countries where the programmes are related to basic literacy. These types of materials make up the large part of the total materials including graded readers, posters, games, flash cards, etc.
(b) The second category of materials is comprised of remodeled school textbooks for complementary education. Such materials are still in use in many countries.
(c) Neo-literate materials in the form of small booklets are generally in fashion in almost all the countries. They are well illustrated to make the subject matter clear and interesting.
(d) Rural newspapers and wall papers are produced in some countries like Bangladesh, India, Indonesia, Philippines and Thailand. Besides these kinds of newspapers, standard newspapers are also made available to the reading centres.
(e) Electronic media is still not commonly used for the benefit of neo-literates. However, Thailand has developed radio-supported teaching and learning materials. Philippines also has a system whereby development departments have supplementary reading materials linked with radio broadcast.

(4) AJP Materials

AJP materials have been well-received in almost all countries as reported by the participants. The process with regards to their adoption and adaption varies from country to country. While India and Bangladesh have been using some materials after adaptation, Phlippines and Indonesia are presently in the try-out stage with these materials. The other countries have yet to take up these materials for adaptation and use.

b. Presentation and discussion of the principles and methods of preparation and production of materials for neo-literates ("Draft Guidebook for Preparation and Production of Materials for Neo-Literates")

On 4 and 5 October 1984 the workshop discussed the method and principles of preparing and producing materials for neo-literates.

The discussions were initiated by the resource persons, who presented different aspects of preparing and producing materials for neo-literates.

The technical papers presented were the chapters of "Draft Guidebook for Preparation and Production of Materials for Neo-Literates" jointly prepared by the resource persons, ACCU and Unesco ROEAP.

This Guidebook intends to explain the practical process and important points on materials production from need assessment of target neo-literates, production of prototype materials and its field-testing, to printing, distribution and utilization of them.

The Guidebook was planned at the recommendation made by the participants of 1983 Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific (Japan and the Philippines, 18–29 April 1983) organized by ACCU in collaboration with Unesco ROEAP (Recommendation No. 7 "In colleboration with Unesco Regional Office, Bangkok, the ACCU should design and develop a guide for the preparation of literacy follow-up materials".)

The outline of the draft Guidebook was adapted by the 1984 Planning Meeting on Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP) (Tokyo, 12–15 June 1984).

The participants in the above planning meeting who were the resource persons in this workshop and ACCU prepared the manuscripts for each chapters of the Draft Guidebook in consultation with Unesco ROEAP to present it in this workshop as technical papers, as well as to get comments and suggestions from the participants for its improvement.

Before the discussion, "Draft Guidebook for Preparation and Production of Materials for Neo-Literates" was distributed to the participants for study.

Following are the topics (chapters) presented by the respective resource presons:

Topic (Chapters of the Guidebook)

1. What are neo-litearte materials?
   Dr. Kowit Vorapipatana
   Mr. T.M. Sakya

2. Data needed for development and production of neo-literate materials
   Mr. Maman Suherman

3. Selection of theme and format of neo-literate materials — Mr. Satyen Maitra

4. Procedure of developing neo-literate materials — Miss Chizu Natori

5. Production process of printed neo-literate materials — Mr. Shinji Tajima

6. Administration, distribution and utilization of neo-literate materials — Mr. Li Ze Peng

7. Evaluation of neo-literate materials — Mr. M.A. Qasem Sandwip

During the discussion the participants appreciated and criticized the presentations, referring to experiences and problems in their own countries. They offered suggestions for improving the papers (chapters of draft Guidebook) on different aspects of preparing and producing materials for neo-literates.

It was agreed that the resource persons will revise the different chapters of the Guidebook incorporating observations and suggestions made by the participants during the discussion.

Presentations by the resource persons were followed by discussion and observations. Some observations offered by the participants are given below.

Chapter I

(a) The literacy data presented during the presentation should be included in the appendix of the guidebook.
(b) Experience of some other countries could be included in the guidebook.

Chapter II

(a) It should be made clear that education is not a magic wand and it should be made clear what it could provide.
(b) The 10 areas of human concerns could be reduced to a smaller number. Other concerns, e.g. increasing population problems or national integration, should also be included.

Chapter III

(a) Overlapping of chapters in some areas, e.g. approaches to material production or formats of materials for neo-literates, may be avoided.
(b) Participatory method or learner developed material may also find a place.
(c) The chapter does not permit inclusion of ideas like organization of writers workshop. This may be considered.

Chapter IV

(a) It should be made clear that the working group should adopt the procedure given in the guidebook.
(b) The method of presentation is logical.
(c) The principles given in Chapter II and III should be refrected in the materials produced during the workshop.
(d) Comic book and story-board should also be mentioned.
(e) Posters could be of single sheet or of several sheets. The three major functions of the poster should be mentioned clearly.
(f) Felt needs, observed needs and secondary data should be the source of data collection. This could be mentioned.
(g) It should be mentioned that illustrations should be appropriate and of high quality, and done by someone who can effectively visualize the situation. Secondly, the production process is a group work and not a one-man job. These points may be noted.
(h) The theme should decide the size of a poster. This may be indicated in the guidebook.

Chapter V

The flow chart may be so drawn that it shows the steps sequentially.

Chapter VI.

(a) There should be a flow chart denoting administrative levels and actions.
(b) Mailing the materials for neo-literates may be a problem. The neo-literate materials should be produced at an extremely low cost, and the cheapest means of distribution should be found.
(c) It may be mentioned that utilization of materials could be done individually or collectively.
(d) The benefits of free supply and lending schemes may be stressed.

Chapter VII

(a) The evaluation of materials could be done on the basis of physical criteria, quality criteria and readers reactions.
(b) The statements made in this chapter are of a general nature. They should be supported with examples.
(c) Evaluation sould be carried on in two stages – prepublication stage and the post publication stage. This may be mentioned at a suitable place.

Information

"Guidebook for Preparation and Production of Materials for Neo-Literates" revised after the workshop is published by the Asian Cultural Centre for Unesco in June 1985.

c. Presentation and discussion on 1984 AJP materials

In the afternoon session on 5 October 1984 presentation and discussion on AJP materials were held.

Mr. Taichi Sasaoka, executive director of ACCU, presented the following 16 materials produced so far by ACCU under the Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP).

A. Printed book materials

1. *Grow Mushroom*
2. *Raising Chickens*
3. *The Life of Water*
4. *Baby's Food*
5. *Bamboo Handicrafts*

B. Printed non-book materials

1. "Let's Read" (poster)
2. "Public Pollution Inside Bus" (poster)
3. "Do you know numbers?" (poster)
4. "Sanitation" (poster)
5. "Everyone's Water --- How should we use it" (poster)
6. "Tree Planting" (poster)
7. "Home Gardening" (poster)

C. Electronic media materials

1. "Water in Everyday Life" (slide kit)

D. Games and others

1. "Around Asia and the Pacific with Sugoroku Game"
2. "Building Up a Happy Community Sugoroku"
3. "Animal Sugoroku"

Of these 16 materials, *Bady's Food*, *Bamboo Handicrafts* and "Home Gardening" were planned during the 1983 workshop, and the rest were planned in annual planning meetings.

Mr. Sasaoka pointed out that the follwing 8 materials were planned in the 1984 planning meeting, held in June 1984.

A. Printed book materials

1. *Use of Gas from Daily Wastes*

B. Printed non-book materials

1. "Filtration/The River and Us" (folding poster)
2. "Making Mats with Old Cloth" (folding poster)
3. "Balanced Diet" (rotating pie-graph)

C. Electronic media materials

1. "Balanced Diet for Healthy Life" (slide kit)

D. Games and others

1. "Utilization of Wastes in the Village" (jigsaw puzzle)
2. "Proverb Card Game"

Mr. Sasaoka informed that due to technical limitations the puzzle could not be presented at the workshop, but that it would be presented in the next planning meeting. He said that these 7 materials should be tested in the field for content and format during the current workshop.

He also said that once the materials were approved by the workshop they would be printed by ACCU with suitable modification as 1984 AJP materials. After that, the participating countries could adapt them to suit with local realities and make the best use to them.

After the presentation of the two AJP slide kits the participants offered the following suggestions:

(a) Some of the scenes are not needed and could be removed. The focus must be on the problem. The microsituation should create a suitable impression.
(b) Sequence of slides sould be changed in some places.
(c) Background music should be according to the context. The volume should also be lowered.
(d) The kit appears to contain too much information, therefore, it could be split into two parts.
(e) To minimize distractions, more drawing could be used in place of photographs.

4. Preparation and field-testing of prototype materials by the groups

On 6 October 1984 the workshop formed four working groups to develop the following four types of neo-literate materials:

Group A: Printed book materials
Group B: Printed non-book materials
Group C: Electronic media materials
Group D: Games and others

The chairmen and rapporteurs of the groups were as follows (The group chairmen are concurrently to become the vice chairmen of the workshop.):

Group A	Chairman:	Mr. Yusoff Ramli (Malaysia)
	Rapporteur:	Ms. Ruth S. Springgs (Papua New Guinea)
Group B	Chairman:	Mr. D. B. Shrestha (Nepal)
	Rapporteur:	Mr. S.B.D. Sharma (UNICEF/Bangladesh)
Group C	Chairman:	Mr. Azmi Ismail (Malaysia)
	Rapporteur:	Ms. Ruffina Tan (Philippines)
Group D	Chairman:	Mr. M.A. Qasem Sandwip (Bangladesh)
	Rapporteur:	Ms. Alvenia Palu-ay (Philippines)

Followings are the villages that where selected for community study. The groups visited the villages on 6 October 1984. Prior to that, some of the leaders from the villages had come to the workshop venue to give a preview of the villages.

Group A: Kee Lek Luang Village
Group B: Ton Han Luang Village
Group C: Don Kaew Village
Group D: Nong Arb Chang Village

Community study was undertaken through observation, random sample survey, and through dialogue and discussion with the leaders and common people in the villages. Before visiting each community, background information on the village – geographical, demographic and social and economic – was distributed to the participants for study.

After visiting and studying the communities, the groups attempted to list needs and problems. The groups followed the process of developing materials as laid out in the "Draft Guidebook for Preparation and Production of Materials for Neo-Literates", with some modification to suit the existing situation.

The following materials were produced by the four groups after intensive group work on 6, 7, 8, and 9 October 1984.

1. The printed book materials group (Group A) developed a booklet *Better Living for Rural Life.*

2. The printed non-book materials group (Group B) developed one poster "Safe Use of Electricity" and one serial poster "Making Compost".

3. The electronic media materials group (Group C) developed one radio programme "Why cooperatives?", wto slide kits "Cooperatives for Better Marketing" and "Reading Habit for Better Life".

4. The games and others group (Group D) developed card game "Problem-Solution" on the theme of economic development of a village.

The prototype materials were first developed in English and presented and discussed in a general session of the workshop. After deliberation and review, the draft materials were translated into Thai for testing in the villages.

Testing was done on 10 October 1984 in the villages, both in structured and unstructured groups, to assess the relevance of the theme and topic of the materials. Clarity, simplicity of the message in language and illustration, presentation, styling, and format were also evaluated to find out how interesting and attractive to the target group the materials were.

During the test, individual questionnaire, observation, seminar, discussion and dialogue materials were used. It was attempted to make the test proceedings as informal as possible. (The reports of the group works are given in Chapter I of the report.)

5. Preparation of national follow-up activity plans

One of the objectives of the workshop was to prepare plans of follow-up activities by each country's team to further apply the results of this regional workshop in each country. On 11 October 1984 the following teams prepared their plans:

1. Bangladesh 2. China 3. India.
4. Indonesia 5. Malaysia 6. Nepal
7. Maldives 8. Papua New Guinea
9. Philippines 10. Thailand 11. Viet Nam

At the beginning of the activities, ACCU informed that the plans would be examined by ACCU in consultation with ROEAP, and that suitable plans would be selected for financial assistance of up to US$ 1000. ACCU would then contact the conserned National Commission for Unesco for implementing the follow-up activity in that country.

The follow-up activities should be completed by the end of February 1985, and a report should be submitted to ACCU by 15 March 1985.

The teams of the participating countries each presented their national follow-up activity plans. (The national follow-up activity plans presented by the respective teams are given in Chapter III of the report.)

6. Closing of the workshop

Closing session

At the beginning of the final session held at 10:00 a.m. on 12 October 1984, a draft report on the workshop was presented by rapporteur Mr. G.V. Bhakta Priya. After discussion, it was agreed that raporteur and ACCU make necessary modifications suggested by the participants for publication of its final edition.

Firstly, Mr. T.M. Sakya, educational adviser of Unesco ROEAP who was technical adviser of the workshop, observed in his statement that this type of workshop incorporating practical training on developing neo-literte materials by small groups could be a good example of literacy materials development workshop at both regional and sub-regional levels.

Mr. T. Sasaoka, executive-director of ACCU, expressed his deep appreciation to the Department of Non-formal Education, Ministry of Education of Thailand, especially to its secretariat staff, for their wholehearted co-operation in organizing the workshop, and to Unesco ROEAP for its invaluable assistance. He also thanked all the participants for their valuable contribution which made the workshop a fruitful one.

Dr. Kowit, director-general of the Department of Non-formal Education, Ministry of Education of Thailand, greatly thanked the participants, resource persons and advisers for their enthusiastic co-operation which led the workshop to such a success. He stated it was his great pride that the experiences of Thailand in the sphere of literacy promotion in rural areas have been fully understood and effectively applied by the participants in the phase of materials development during the workshop.

Mr. Raja Roy Singh, assistant director-general, Unesco ROEAP congraturated and thanked ACCU, Ministry of Education of Thailand, and the Thailand National Commission for Unesco for their devoted works which made the workshop a remarkable success. Mr. Roy Singh emphasized the necessity of linking literacy with other social and cultural aspects of human life, and explained about generalized literacy programme in the region.

He observed that the importance of materials in literacy education was increasingly recognized among the personnel concerned, and in this context, he appreciated the organization of this type of workshop of experts for literacy materials development. He asked the participating countries for their continued co-operation to Unesco and ACCU for their literacy programmes designed for the improvement of quality of life and achievement of literate society.

Lastly, Dr. Tongyoo Kaewsaiha, the chairman of the workshop, thanked everybody there for their cooperation toward the smooth procedure of the workshop which brought forth lots of constructive results, and closed the session.

7. Recommendations of the workshop

The workshop expressed its thanks and appreciation to ACCU, Department of Non-formal Education, Ministry of Education, Thailand, and the Unesco Regional Office for Education in Asia and the Pacific (ROEAP) for organizing the Second Regional Workshop. It also passed a vote of thanks to ACCU for instituting prizes for neo-literate materials.

Workshop members unanimously made the following recommendations;

1. ACCU should continue to organize regional workshops of this type on the development of neo-literate materials every year in co-operation with Unesco and the Member States. Such workshops should be organized in countries where there are serious problems of illiteracy and post-literacy.

2. ACCU should help the member countries to organize national training programs and to produce AJP materials.

3. ACCU should organize mobile training programs on the development of different types of materials in the countries of the region, and should encourage the countries to conduct training at local levels, especially to develop neo-literate materials.

4. ACCU should collect neo-literate materials and other technical materials related to neo-literate programs so as to develop a library and documentation centre of such materials. Such materials from other regions may also be collected for the centre.

5. ACCU should publish a quarterly bulletin which reports on activities related to neo-literate material development in the region.

6. ACCU should prepare a directory of agencies and persons involved in neo-literate material development activities.

7. ACCU should encourage countries in the region to organize a co-agency to publish AJP materials.

8. Every country in the region should give priority to the neo-literate material production program by allocating more funds.

9. Unesco should promote the idea that reading centres with adequate reading materials for the reading section of out-of-school population should

be a part of a total education system, serving as a means of creating a literate society.

10. Every country should promote reading habit and set up reading centres in the villages.

11. Private agencies, voluntary organizations and business establishments should be encouraged to develop and distribute neo-literate materials.

12. ACCU and Unesco should promote research activities and help people working in research in the fields of neo-literate material development.

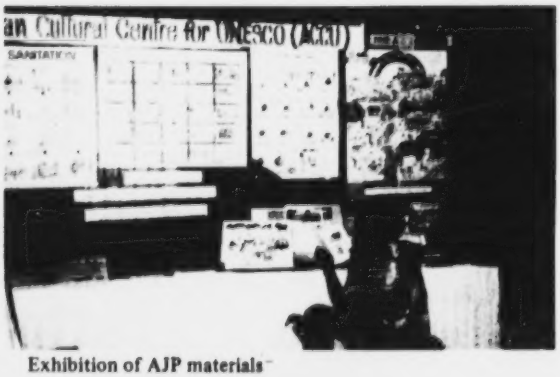
13. ACCU and countries in the region should set up a slide bank and ACCU should help the countries to improvise electronic media so that such materials could be used in less-developed countries as well.

14. The countries in the region should exchange neo-literate materials among themselves and through ACCU and Unesco ROEAP.

Opening of the Workshop at the Conference Hall of Chiang Inn Hotel

Participants of the Workshop

Exhibition of the literacy materials produced in the participating countries



Exhibition of AJP materials

Literacy materials produced in the participating countries

Exhibition of the activities of Thailand Non-formal Education Department (NFE)

CHAPTER I

PREPARATION AND FIELD-TESTING OF MATERIALS BY PARTICIPANTS

- Presentation and Feild-testing of Different types of Materials for Neo-literates by Groups

(1) Printed book materials (Group A)

(2) Printed non-book materials (Group B)

(3) Electronic media materials (Group C)

(4) Games and others (Group D)

Introduction

The participants in the workshop formed four groups according to the four categories of the materials for neo-literates, and developed materials following the steps shown below.

1. Steps of developing materials in the workshop

I. 1. Preparation for community study
2. Community study at the village by the group
3. Analysis of community study

↓

II. 4. Selection of theme and topics of materials to be prepared
5. a. Preparation and production of materials by the group
b. Adaptation and translation of AJP materials to be tested

↓

III. 6. Preparation for field-testing
7. Feild-testing of materials prepared by the group and AJP materials adapted
8. Analysis of field-testing

↓

IV. 9. Revision of the materials

2. Materials developed by the groups

Category	Title of material developed	Format
1. Printed book materials (Group A)	a. Better Living for Rural Life	booklet
2. Printed non-book materials (Group B)	a. Safe Use of Electricity b. Making Compost	poster serial poster
3. Electronic madia materials (Group C)	a. Why cooperatives? b. Cooperative for Better Marketing c. Reading Habit for Better Life	radio-program slide kit slide kit
4. Games and others (Group D)	a. Problem Solution Card Game	card game

3. Four Groups

	Group A (Printed book materials)	Group B (Printed non-book materials)	Group C (Electronic media materials)	Group D (Games and others)
1. Village selected	Kee Lek Luang	Ton Han Luang	Don Kaew	Nong Arb Chang
2. Chairman	Mr. Yusoff Ramli (Malaysia)	Mr. Dil B. Shrestha (Nepal)	Mr. Azmi Ismail (Malaysia)	Mr. Qasem Sandwip (Bangladesh)
3. Rapporteur	Ms. Ruth Soavana Spriggs (P.N.G.)	Mr. S.B.D. Sharma (UNICEF, Bangladesh)	Mrs. Rufina P. Tan (Philippines)	Ms. Alvenia Palu-ay (Philippines)
4. Members	Mr. Satyen Maitra (India) Dr. Charoenpol Suvanachot (Thailand) Dr. Malee Nitsaisook (IRA/Thailand) Mrs. Hothi The Tan (Viet Nam) Mr. Pham Van Thang (Viet Nam) Mr. Sharad Ranjit (Nepal) Mr. Shinji Tajima (ACCU)	Mr. Maman Suherman (Indonesia) Mr. G.V. Bhakta Priya (India) Mr. Ahmed Anwar (Maldives) Mr. Li Zepeng (China) Mr. Wu kuiying (China) Ms. Waraporn Siriwon (Thailand) Mrs. Yoko Yokoe (ACCU)	Dr. Laeka Piya-Ajriya (UNICEF, Thailand) Mr. Mohiuddin Ahmed (Bangladesh) Mr. Soeharto (Indoensia) Mr. T.M. Sakya (Unesco, ROEAP) Miss Chizu Natori (ACCU)	Dr. Tongyoo Kaewsaiha (Thailand) Mr. Kove Waiko (P.N.G.) Dr. Kowit Volapipatana (Thailand) Mr. Moosa Ali (Maldives) Mr. Taichi Sasaoka (ACCU)
5. Illustrators	Mr. Sharad Ranjit (Nepal) Mr. Damri Janapiraganit (Thailand)	Mr. Wu Kuiying (China) Mr. Teerasak Siharat (Thailand)	Mr. Wuthichai Wanakul (Thailand)	Mr. Sirot Dhecha (Thailand)
6. Translators English ↔ Thai	Mr. Wisanee Sintrakool Dr. Suchin Petcharugsa	Dr. Thawee Nakabutr Miss Sarti Charahyananda	Mr. Suvit Joongtrakulrat Mr. Suranant Supawannagit	Ms. Intrani Suksomboon Mr. Walaitat Worakul

(1) Preparation and feild-testing of Printed book materials (Group A)

Better Income for Rural Life (booklet)

* Information of Kee Lek Luang Village where Group A visited

Location: The village is situated in Mae Rim District, about 32 kilometers north of Chiangmai and is linked to the District by an asphalt road.

Demographic Information: There are 180 households with 861 people: 422 males and 439 females. Major occupations are rice farming, fruit trees gardening, and animal farming. The smaller portion of the villagers are civil servants and day laborers. Most villagers are Buddhists.

Infrastructure: Roads linked between clusters of houses in the village are mostly gravel-graded. The bus service to town is available from 5 a.m.–10 p.m. The electricity is supplied by the government while the water supply is not provided. Most villagers own private water pumps. There is one health center providing fundamental health services. The villagers practise their religion at the village Buddhist temple resided by 2 monks and 3 novices.

Educational Activities: There is one school providing primary education from Pratom 1 to Pratom 6. The NFE activities provided by Chiangmai NFE Center are: the National Literacy Campaign; The Radio Correspondence Programme; interest groups training; and vocational courses. The village reading center is quite well-equipped with 3 newspapers, weekly and monthly magazines on agricultural and educational content. Most reading materials are mailed to the Center. The approximate number of daily utilizers of the Center is between 100–120.

Village Organizations: The village is administered by one chairman and his deputy. The Village Committee elected by the villagers acts as the chairman's assistant in various developmental fields such as, vocational education, health, community development and agriculture. Different groups are also established to support these developmental efforts. These groups include agricultural practitioners, housewives' group and youth group.

Specific Problems: The specific problem for most villagers is the low prices of agricultural products.

Introduction

The group nominated Mr. Yusoff Ramli, as chairman and Ms. Ruth Soavana as rapporteur. The discussion in our meeting centered around the procedures in (a) adapting and translating the AJP materials into Thai language, and (b) collecting data in the Kee Lek Luang Village, on the kinds of activities the people involved in including literacy programme, and the problems they encounterd. The objectives in translating the AJP materials into Thai language were: (a) the people should learn the cheapest and simplest way of producing methane gas through the translated AJP materials, and (b) the participants in the group should get an idea about the literacy rate in the village.

1. Preparation for Community Study

At the meeting we agreed that:

(1) The AJP materials would be translated and distributed to the Kee Lek Luang people to at least 20 respondents on our first visit to the village on October 6, 1984 in the morning. We strongly felt that in giving them plenty of time to read and think about the content of the AJP materials, their understanding of the material would arouse. Reasonable discussions and considerable information would also be gathered from the people on our next visit.

(2) The Guideline (questions) for evaluation of the AJP materials would be also prepared and given well in advance.

(3) Each member of the group would prepare questions on the assessment of the village development programmes.

Additionally, the group agreed to adapt and translate the AJP booklet "Use of Gas from Daily Wastes" into Thai language as we felt that the information in this booklet would be economical and practical for the people.

2. Community Study

Group A left for Kee Lek Luang village at 8:30 a.m., arrived at 9:30 a.m.

The headman and group of his people met us on arrival in front of the Village's Reading Centre.

We were then introduced by our Thai interpretors in the group. The headman in turn introduced himself and his members.

The meeting was conducted in the Reading Centre. One of our Thai interpretors explained our purpose of visit.

Our discussion with these people took the form of an unstructured informal interview. There was an air of uncertainty in the beginning but when discussion rolled on, the air of uncertainty gradually lifted up.

After the meeting which went up to 10:45 a.m. the participants were devided into groups of four each with a Thai interpretor.

Each group walked around the village observing the development programmes and other social activities in the village. It was obvious that the people in this village had organized themselves in group activities and played active roles in these various activities.

Some social activities mentioned at the meeting were:

(a) The housewives, and the young women's groups. Apparently, the young women's group was very active, especially in agricultural farming. The housewives' group was active with school children, providing them lunch.

(b) Literacy programmes. The people were getting three national newspapers every day. Besides, they had a good reading centre with a considerable amount of different reading materials. Analysingly, there was a high rate of literacy in the village. Only 16 people were illiterate over 40 years of age.

Other activities were also mentioned:

The people brought up some problems. They have been facing the following problems for years:

(a) lack of markets to market their products.

(b) a high rate of secondary school leavers unemployment, and

(c) health-intestinal problems.

With health, the women requested booklets on "Caring for Babies".

We were unable to offer solutions right there. However, we told them that we would visit them again on October 10 to discuss the content of the AJP materials distributed to them in the morning. By then, we would have found some probable solutions to some of their problems.

3. Preparation and Production of Booklet "BETTER INCOME FOR RURAL LIFE"

We have so far produced a draft booklet titled "BETTER INCOME FOR RURAL LIFE."

It contains three agricultural problems; (a) lack of knowledge of diversification of crops. (b) lack of knowedge on the use of waste materials as manure and (c) little market available to market the product which could be solved to some degree by establishing a co-operative in the village.

The group felt that this booklet would provide some assistance to the people of the Kee Lek Luang village suggesting ways to upgrade their socio-economic activities.

4. Preparation for Field-testing

The group has prepared and completed the evaluation sheets, one for participants and the other for the instructors. The objective of the evaluation sheets was to evaluate the booklet "BETTER INCOME FOR RURAL LIFE" in various aspects.

5. Field-testing

The group arrived at 10 o'ciock in the morning. The participants and the village people immediately proceeded into the discussions in the reading center on the AJP materials and on the booklet the group produced "BETTER INCOME FOR RURAL LIFE."

After the discussion, about 11:45 AM, we were taken to the elementary school at the time the children were having their nutritious lunch. And then we went over to the village coop for a farewell ceremony.

Upon our return, we called in at village to observe the two gas tank used there out of animal waste materials, ie., dung et. al. We were very impressed.

6. Evaluation and Analysis

a. Evaluation and Analysis of AJP Materials

The number of respondents that actually responded to the Questions were 12/20. Three secondary school leavers, 7 elementary school leavers, and two elementary school teachers.

From the Analysis of the AJP evaluation sheets given by the respondents the following conclusions and remarks were made;

(a) The information was quite substantial and relatively easy to follow though technical terminologies were quite difficult to comprehend.

(b) The information was a source of motivation and created great interest requested a demonstration of building a gas tank and detailed information on the procedures.

regard the items those who responded positively (willingly) gave reasons such as;

(a) would reduce cost of living and enable them to save money
(b) easy to follow the procedures in the booklet
(c) would enable them to keep their houses/homes clean
(d) Quite easy to find waste materials.

Altogether 75% of the respondents felt motivated and would want to try the idea out.

For those who checked "Unwilling" gave reasons such as:

(a) produces bad smell
(b) lack of waste materials
(c) afraid of failure of the project
(d) do not have enough money to purchase building materials

(C) The pictures in the booklet are attractive and do reinforce the information.

From these remarks, the participants and the people agreed that the people in the village would visit the neighboring village to observe the gas tanks and how they work and, secondly, invite a resource person from the government to assist them in the initial stage of building gas tanks.

b. Evaluation and Analysis of Booklet "BETTER INCOME FOR RURAL LIFE"

Respondents by educational background: 21 elementary school leavers, one respondent with a degree in science, one with an agricultural certificate, two with a secondary school background, and two teachers. Altogether, a total of 26 respondents.

Analyais from the Evaluation Sheets

Question 1:
(a) 71% found the vocabulary not so difficult
(b) 67% found the statements reasonable

Question 2:
(a) 96% found the format interesting
(b) 82% found the pictures attractive
(c) 71% found the information very informative and learnable

Question 3:
(a) 60% found the subject matter quite difficult as far as the co-operative programme was concerned

Because the respondents found the subject matter quite difficult, they requested a number of things, such as:

1) detailed information on each activity should be provided
2) assistance from the government to take control measures on the middleman's prices so that the people could get some profit from the sale of their products. At present, the middleman takes advantage of the low price.
3) that the co-op executive members become more active and effective in the running of their co-op in many kinds of activities, such as building gas tanks for community use, etc.

Question 4:
92% found the information very useful.

Question 5:
92% of the respondents said they would want to try the procedures of each activity. In other words, to try out the project.

In addition, the people made suggestions to improve the format of the booklet. The suggestions are:

(1) the picture must be colored
(2) reorganize the layout of the booklet and print in large letters.
(3) the co-operative procedures suggested in the booklet would not be applicable in a small village as it needs a bigger group to negotiate and operate the whole project.

With this information, Group A offered some constructive advice, such as:

(a) to introduce local canning industry on a small scale
(b) to at least implement the biogas project for community use,
(c) to seek expert advice and technical information
(d) to request government agencies to subsidize materials requested for the development and improvement of rural life.

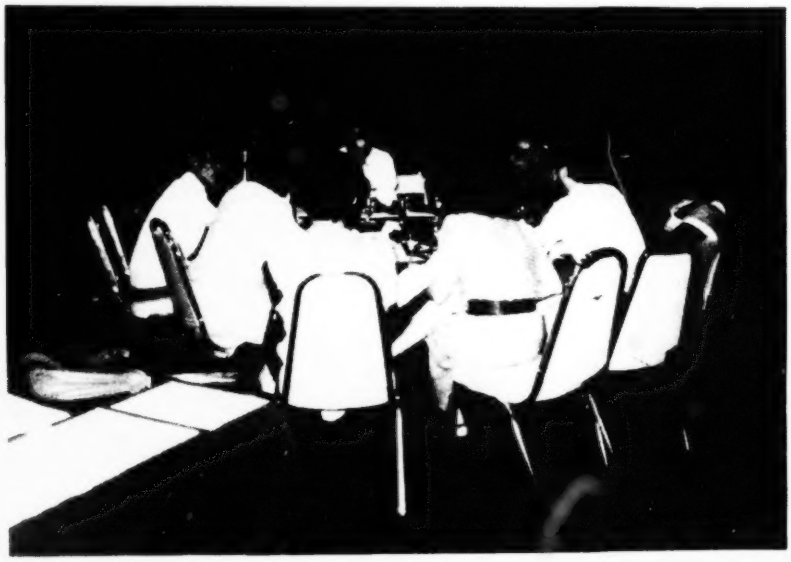
The people were quite content with the assistance Group A provided, though small in degree.

As a result of the discussion with the villagers and pre-testing of the draft materials "Better Income for Rural Life", Group A decided to add more pages to the booklet.

It was felt that the concept of co-operative needed a little more clarification and even elaboration. Co-operatives were not to be equated with the opening or functioning of co-operative stores. It was rather a way of life, a changeover from individual to joint action, a willingness to plan together and act together to solve some of their own problems through their own efforts. This is a step toward selfrelience of the community. It could relate to production, consumption, marketing or

credit facilities. Co-operative help solidarity, and solidarity for rural people means strength.

Similarly, it was felt by the group that changing the cropping pattern meant a planning by the villagers of what they should produce or how they would dispose of it. For example, unplanned production of tomatos might lead to a glut, which in turn might prompt the middleman to offer unremunerative prices. But canning of tomatos by the village co-operatives would be profitable for the villagers. Canning machines are not expensive and rural banks could extend loans to the co-operatives to buy them. So far as the making of manure from waste was concerned, the group through that it should be suggested as an alternate manure, not competing with the chemical manure, which the villagers were already using. Planning for more crops would need more manure and this could very well be obtained from the waste matter. Moreover, the villagers should understand that this organic manure enriched the soil, besides being easy to produce at practically no cost. Putting all this extra information with illustrations in the text should not take more than three pages.



Group A members discussing on the production of booklet

Better Income

FOR RURAL LIFE

We are of this village. We work hard and our produce is good. But we do not get good money. The middleman goes away loaded with our goods. He is happy and full of smiles. But the money he leaves with us is little. We have to do something about it. Let us discuss what can be done. Perhaps we need somebody with technical knowledge. Shall we call somebody and discuss our problem with him?

– 1 –

The technical man: "I have gone around the village this morning. You have shown me everything. You are hard working and intelligent. Yet you are not getting what you should get. Your products are sold at a much higher price in the market."

Villagers: "What should we do?"

Tech. man: "It seems three things need to be done. Here I find you are producing only one crop. More crops planted in proper seasons would increase your total production. For this you need fertilizers. There is a lot of waste materials in the village. They can be made into very good fertilizers. These would help different crops.

– 2 –

Another thing, increased production alone will not solve all the problems. We must unite and form a cooperative. If we people unite, we shall be strong. The middleman will not exploit us anymore. He is making good money while we are getting poor. So we must have an intergrated programme:

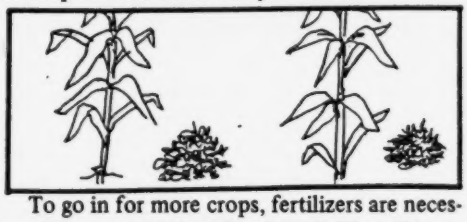
(a) (b) (c)

(a) more crops grown at the right season
(b) use of waste materials to make fertilizers, and
(c) a strong cooperative to sell our products

These three together will promote marketing possibilities. Why don't we try all these and see what happens?"

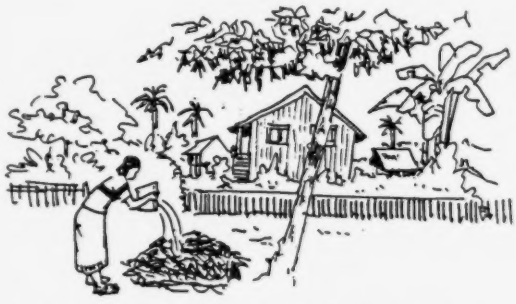
– 3 –

After the technical man left, the villagers again sit down and discuss matters. They heard a number of important points. They realized now that they had not made full use of their soil. If their main crop fails, then there is great distress. Now they have gained new knowledge, new information about various crops which can be grown in different seasons. They also understand that growing only one crop reduces the fertility of the soil.



To go in for more crops, fertilizers are necessary. Where to get their fertilizers? The villagers remember what the technical man suggested. There is enough waste materials in the fields. They are not fully utilized. So they decide to build compost pit. This is how they do it.

The villagers prepare compost from garbage of leaves, grass and rice stalk. They also add animal wastes.



They prepare the compost in a shady place and close to a source of water. This is necessary because the compost must be watered and let to rot.

They dig a hole of 4m. long, 2m. wide, and 1¼m. deep.

Then they fill the hole with the compost materials– garbage, paddy stalks, and green leaves of 40–50 cm. in height. Then they add some ashes or lime. Lastly, they put some animal waste, about 3–5 cm. deep. This is how they finish the first layer.

The villagers repeat 3 or 4 layers until the height of the compost reaches about 1½ m. The top layer is covered with earth.

The compost mixture should be watered everyday. It should not be too wet, and not too dry. Besides watering, this compost should be placed under a shelter.

When the compost materials are 10–14 days, usually the temperature begins to decrease. To prevent the heat, which is necessary for the materials to rot, the surrounding of the compost should be covered with clay. After 1 month the compost should be turned over. It should be watered whenever this compost is dry.

After 3 months the compost is ready to be utilized. By utilizing waste materials, these unnecessary garbage can be turned into useful manure.

To enable the crops to be more fertile, application of manure is very essential. By using compost manure we have utilized waste materials for encomical use and make our surrounding clean.

– 8 –

Now the villagers feel happy. They see all around then not only more crops but also new crops. They have made good use of the advise they received from the technical man.

A new problem now arises. How to get a good price for their products. They do not like the idea of going again to the middleman. Now they again discuss. They discuss about cooperatives and get more information from resource persons and experts.

– 9 –

After having got useful information about cooperative shop, the leaders and villagers decide to organize their own cooperative.

–10–

The majority of the villagers sell all their products to the cooperative. It is much easier to sell and to get a higher price there.

–11–

Some families don't believe in the cooperative. They still sell their products to the middleman. But after sometime, they find out that selling to the co-operative is the better way to increase their income.

Now on, the cooperative sells agricultural and common goods to the villagers at a reasonable price. It also buys their products at a good price. So every body trusts it and it runs quite well.

What this village has done is not very difficult. It can be done by other villages which face similar problems.

The Instructors Manual

"Better Income for Rural Life"

Objectives:

a) To develop and up grade the literacy level of the neo-literates.
b) To help the rural people to increase their income through multiple crops, use of organic manure and formation of co-operative.
c) To enable the villagers to become self-reliant through co-operative and united effort.
d) To motivate the rural people the seek technical help and develop a scientific attitude.

Target Audience:

The neo-literates and other members of the communities in the rural areas of Asia and the Pacific region. They are adults and belong to the disadvantaged sections.

Content:

It is just an introduction to the concepts of multiple crops, use of organic manure and organization of co-operatives. The instructors are not expected to answer all the question raised by the villagers. They should try to contact governmental extension agents and/or other resource persons. These people can give detailed information and guidance.

Methodology:

The instructors should encourage discussion as a part of learning process. These discussion groups should reflect the opinion of all the participants and not just a few vocal members. The resource persons need to be persent at the discussion sessions. The discussion should have a follow-up. The instructors with the help of the participants should try to evolve some sort of action plan, so that some concrete steps for the realisation of the programme are taken.

Teaching Aids:

In addition to the booklet, posters, charts, government agency materials, visual aids both projected and non-projected, simulation games and where possible electronic media should be used. It has been found that a message can be beamed more effectively through a variety of media. Discussion and dialogue should also form a part of the teaching aids. Field visits to farms where the components of the programme have been or are being successfully implemented are very good teaching aids.

Implementation:

This booklet can be used in a structured situation like literacy centres or in any un-structured situation. It can form a part of the syllabus or it can form an independent module.

Evaluation:

This booklet needs to be evaluated by a) the participants b) by the instructors and it is very important to ascertain whether it has been able to bring about any behavioural change or whether it is leading to any practical programme. Sample evaluation sheets are annexed.

Evaluation Sheet for Participants

"Better Income for Rural Life"

Name: . . . . . .

Age: . . . . . .

Occupation: . . . . . .

Sex: . . . . . .

Educational Background: . . . . . .

1) Language

(a) Vocabulary . . . . ☐ Difficult ☐ Not so difficult ☐ Easy

(b) Statement . . . . . ☐ Too long ☐ Reasonable ☐ Short

2) Manner of Presentation

(a) Format physical content ☐ Interesting ☐ Dull

(b) Illustration

1) Attractive ☐ Yes ☐ No

2) Informative ☐ Yes ☐ No

3) Subject Matter ☐ Difficult ☐ Easy

4) Is the information useful and practical value to you and your community?

☐ Yes ☐ No

5) Do you intent to act on the information of the book?

☐ willingly ☐ unwillingly

6) If you are willing give reasons why . . . . . .

. . . . . .

Evaluation Sheet for Instructors

For "Use of Gas from Daily Wastes" and "Better Income for Rural Life"

Name .....

Age: .....

Educational Background: .....

Occupation: .....

Sex: .....

1) Language

   (a) Vocabulary .....

   .....

   (b) Statement .....

   .....

2) Manner of Presentation

   (a) Format .....

   .....

   (b) Illustration .....

   .....

3) Subject Matter .....

   .....

4) Is the information useful and practical value to you and your communiry?

   .....

   .....

   .....

5) Are the learners acting on the information supplied in the booklet?

   .....

   .....

   .....

6) Is it necessary to revise the text for the attainment of the objectives of the booklet?

   .....

   .....

   .....

(2) Preparation and field-testing of Printed non-book materials (Group B)

a. Safe Use of Electricity (poster)
b. Making Compost (serial poster)

* Information on Ton Han Luang Village where Group B visited

Location: This village is located in Tambon Ta Wang Prao, San Pa Tong District 30 kilometres south of Chiangmai. The transportation route from the village to the District is a convenient asphalt road.

Demographic Information: It is a middle-sized village of 220 households and 623 people. The villagers are engaged mainly in agricultural occupations which include rice-farming, vegetable gradening and animal farming. Some villagers are seasonal laborers.

Infrastructure: Clusters of village houses are lined by gravel graded roads. Bus service from the village to town is available from 5 a.m.–6 p.m. The village is conveniently equipped with electricity and water pumps. There is one Buddhist temple and one primary school.

Educational Activities: The village school provides education for children from Pratom 1 to Pratom 6 (equivalent to grade 1–6). NFE activities have been provided by Chiangmai Non-Formal Education Center as well as other concerned agencies. The activities include short vocational courses, and the National Literacy Campaign with 4 illiterates participating. (The total number of illiterates is 10, but 6 of them are over 50 years of age and not included in the Campaign's target group). The Village Reading Center has been established by the villagers and is equipped partly by the 4 major government agencies by sponsoring weekly magazines on health and agriculture. The daily newspapers are supported by the villagers themselves and these villagers take turn to pick up the papers from the shop in town. Although there are several sources of supporters, the amount of reading materials in the center is still considered insufficient. The approximate number of readers per day is 15. This Center also serves as the village meeting place and the welcoming place for visiting guests.

Village Organizations: The village is administratively divided into 11 units. Each unit has a leader acting as deputy village chairman. There are also other village groups personnel taking active parts in developmental activities. These include village committee; housewives group; savings group; health volunteers; agricultural leaders; youth groups; vocational groups; and child-care committee. The avtivities organized by the villagers in cooperation with the 4 major agencies take various forms and purposes, such as: the demonstration of vegetable gardening; the production of bio-fertilizer; the introduction for the correct use of pesticides; the establishment of housewives group; the training for vocational skills; and religious and cultural activities.

Responsible Agencies: The 4 major government agencies work in close cooperation with the villagers. (Agriculture, Education, Health and Interior Ministries).

Specific Problems: The two major problems of the village are the insufficiency of water supply in the hot season and the poor conditions in most parts of the village roads.

1. Community Study

OBSERVATION

Main occupation of the villagers is agriculture oriented. But some people are engaged in manual labour who do not possess enough cultiviable lands. The village is conviniently connected with motorable roads and equipped with electricity. The villagers use filtered water. Ton Han Luang village has several small get-to-together (Sala) places and a reading centre. These places seem to have the potential of great utilizatoin. Presently these are under used due to absence of social functions and sport activities.

Almost every household has a raised (above the surface) compost enclave within the homestead. The enclave has a bamboo fencing which in almost every house was found very weak and at the verge of collapse. If it finally collapses, the garbage would fall out causing an unhygienic situation in each homestead. Though every household has a compost pit it appeared it was not

maintained as it should have been. Lack of knowledge about the full advantages of using compost as a manure was also discernible. It seems they were also not aware of the fact that more than one compost pit was necessary so that the entire garbage could be contained without falling out of the bin.

The village is very clean and every house has ample unused space around the main living structures. It was found that every house possess TV, radio and such other domestic electrical appliances. Electrical poles and wires were, in some places seen coiled with creepers and no system existed for street lighting or lighting of public places.

Very few stagnant water spots were detected as well as a piggery within a homestead which has every possibility to breed mosquitoes. Although the existence of mosquitoes were also felt, the situation is well under control with the assistance of health extension workers who on regular intervals visit the village and provides anti-mosquito medicine and guidance.

PROBLEM

Specific problems that can be arrived at from the observations are stated below:

1. Lack of awareness about sport activities
2. Delapidated compost bins; garbage spills out and disease spreads.
3. Lack of awareness about land use around the home.
4. Utilization of "sala"
5. Lack of electricity for public roads and places.
6. Land erosion during rainy season.
7. Chances of fatal accidents due to electrical hazard.

Upon elaborate discussion among the group members, it was decided that two materials covering the following problems will be developed:

1. Safe use of electricity.
2. How to make compost.

2. Preparation and Production of Material

OBJECTIVES

With the aid of the experience gathered from the field observation in village Ton Han Luang, to attempt to develope useful materials for neo-literate of all levels in rural areas. In this case, precisely (a) to acquaint the neo-literates of the villages with the possible daily life electrical hazards and ways to get rid of it. (b) to make the neo-literates familiar with the process of making compost and its importance.

THEME

1. Safe use of electricity
2. Making compost to convert garbage into fertilizer

TITLE/TOPIC

1. Let us be safe from electricity danger
2. How to make compost

TARGET GROUP

All levels of neo-literates in the villages in Asia and the Pacific.

FACILITATORS' GUIDE

(A) Safe use of electroricity

- Time allocated: 30 min.
- Methods:
  (1) Demonstration of the poster
  (2) Explanation of the content
  (3) Questions and answers
  (4) Discussion and evaluation

- Steps of presentation:
  (1) Facilitator will display the poster before the target group (5 min.)
  (2) Learners will read out the content. Facilitator will explain to them (10 min.)
  (3) Facilitator will invite questions from the learners and answer them (10 min.)
  (4) Facilitator will discuss with the leaners about the outcome and evaluate the learning process.

(B) How to make compost

- Time allocated: 45 min.

METHODS OF PRESENTATIONS

The facilitator may give a brief introduction about the posters and then explain about each poster. After that he may discuss and assess the outcome.

STEPS OF PRESENTATION

1. A brief statement about the poster.
2. Explanation of each poster.
3. Allowing the neo-literates to read, view and think about it.
4. General discussion about each poster.
5. Assess the learning outcome.

3. Field-testing

Target group for evaluation:

The target group for the perpose of evaluation in village Ton Han Luang was a group of 30 neo-literates consisting of 14 females and 16 males. Their age ranged between 30 to 55 and had completed their grade 4 education more than 15 years before. Of course, 4/5 of them had completed formal grade 2 education, but their literacy ability were refined while being priests.

Spot arrangement for evaluation:

1) The villagers were divided into two groups, each group consists of 15 members. In each group there were almost equal number of women and men.

2) Two Thai nationals were assigned to each group. One acted as the main facilitator and the other as the assistant. The representatives of various countries and ACCU monitored the process closely.

3) The presentation and evaluation of materials were of two main categories: AJP Materials and newly-produced materials. While one group of villagers was newly-produced materials and vice verse. So both the materials were tried out with both the groups.

4) In the evaluation process, one person took notes of reaction, comments and criticism from the villagers with the aim of modifying the materials, together with the evaluation results (in written form).

4. Analysis of Field-testing

Result of evaluation:

a) "Safe Use of Electricity" (poster)
The poster emerged as a totally new subject of communication support to the target group. They seemed to be more familiar with the "DOs" part rather than with "DON'Ts" part which proves, as well as admitted by the group that this poster has brought many useful new information to them which they were not aware of before. The poster was readily understood partly by most of the group members, but those who understood it fully, took time more than usual. They were so enthusiastic that they themselves pointed out to some of the electrical problems they faced in everyday life, such as, children causing short circuit leading to fatal accidents, power distruption by falling of trees on cables, slag line construction and frequent fuse of line.
Although picture, text etc. were clear and adequately demonstrated the subject, objection was raised about colour combination used in the poster. Green blocks with pink background was specifically disturbing to eye. The target group also suggested to make the alphabet bigger so that it can be easily read. The villagers specially expressed their pleasure because they considered this poster as one for the adults alone.

b) "Making Compost" (serial poster):
The villagers were well acquainted with the compost method of feritlizer production. Their comment on pictures, texts, relationship between picture and texts, were in favour. But they took exception to the big alphabet used to explain the pictures. According to them, big alphabet should be read in posters for children. This of course, contradicts this suggestion in case of the poster on electricy where they desired bigger alphabet. However, some constructive suggestions have been received from the target group. In card 7 a shade on the compost pit is shown. The villagers from their experience prefer not to have such shades, because it delays the compost process hindering heat to come direct to the compost pit. Another correction to be made in the same sheet is that the last sentence should read 'when full, put a shade over the pit' instead of 'when the compost is ready transfer it to another place and cover it. One diagramatic alteration is also necessary. In card 7 picture of man should be in a parallel line with compost pit. The poster was well accepted by the group.

Recommendation

The group has come to the conclusion that after necessary alteration and addition, the posters can be recommended for inclusion in the AJP material list.

Adaptation of 1984 AJP Materials

The group selected 3 out of 4 AJP 1984 materials to be tested in the field. Before we tested it we have developed a list of questions for each of the materials. The selected materials are;

1. "Making mats with old clothes"
2. "Charcoal water filter for drinking water"
3. "The River and Us"

Preparation for Pre-Testing and Evaluation

Target group and spot/site arrnagment for pretesting and evaluation of the 3 selected AJP materials were the same as used in case of new two materials. Indivdiual questionaires and facilitators guide was prepared in advance with method and steps of presentation.

Results of Pre-Testing

a. Water Filter

The target group came with the comment that although they have been using the filter for purifying water for a long time, the present poster brought some improvements over their old one. Specifically the final stonelayer is not in use presently. They of course differed in opinion with the size of the pot which should not in every case be the same as shown in the picture. However, the text was easy; the message was clear; and the target group liked it.

b. Mats

The villagers do not have the habit of making mats with old clothes. They would rather use these for cleaning and other purposes. Upon demonstration of the poster, the target group understood the method of making rope as a plait with old clothes. Males appeared to be more interested in mat-making than females. The poster itself was attractive and clear to the group, but there remains a suspicion if they will use it at all.

c. The River and Us

Almost every member of this target group came with a common comment that the poster is easily understood if presented part by part, but as soon as the whole poster is spread out, it becomes confusing. A suggestion was put forward in this respect. May be instead of vertical presentation if the poster is changed to a horizontal position, it will turn into a more easy poster. A second suggestion was, of course, in favor of making it into parts which was found not feasible due to the problem of keeping the river flowing continuously. The letters were so small that some group members could not read them. Among all the posters, this one happened to be the most difficult.

(1) THE STEPS SUGGESTED ON TESTING WATER FILTER

The following steps and the questions are suggested for testing the poster on Water Filter.

STEP 1

Ask general questions about the drinking water in the village.

Example:

1. Is there diarrhea in the village?
2. Do people drink unclean water?
3. What happens to the people who drink unclean water?

STEP 2

The facilitater will ask the learners to study the picture carefully. The learners will then read the poster for about 5 minutes.

STEP 3

The following questions should be asked on the poster.

A. Showing the pot

1. What is this?
2. What is coming down?

Pointing at the different layers

3. What is the first layer?
4. What does the second layer consist of?
5. What is the third layer?
6. What is the fourth layer?
7. What is in the fifth layer?
8. What is the sixth layer?
9. What does the final layer (below) consist of?

B. Showing the tap

10. What is this?
11. What is coming from here?
12. Is that water good for drinking?

C. Showing the section in charcoal

13. Do you know how to make charcoal?
14. What do you do in No. 1?
15. What do you do in No. 2?
16. What is happening in No. 3?
17. What do you do in No. 4?
18. What are in No. 5?
19. How did you get charcoal?

(2) MAKING MATS WITH OLD CLOTHES

We use many kinds of clothes in our daily life. Old clothes are no longer useful. So here are some ways to make use of old clothes in this poster. Please read the words given and see pictures carefully and answer the following questions:–

1. What do you do with old clothes?
2. Have you ever made mats with old clothes?

3. What does this picture indicate?
4. Can you read the sentence and understand?
5. Why should you wash the old clothes to make mats?
6. Why do you need to tear the cloth into thin strips of uniform width about 1–2 cm.?
7. Can you connect the ends of three strips of cloth by sewing?
8. By seeing the picture in No. 4 can you understand how to weave?
9. Do you understand how to make triple strand braided rope?
10. Do you understand how to make mat from braided rope?
11. What are the sizes of mats made out of old cloth?

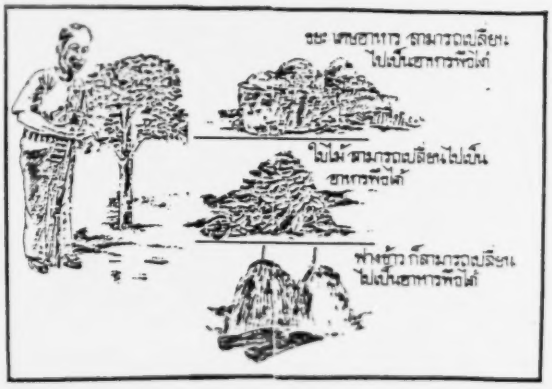
Group B members discussing on the serial poster "Making Compost" which they have developed

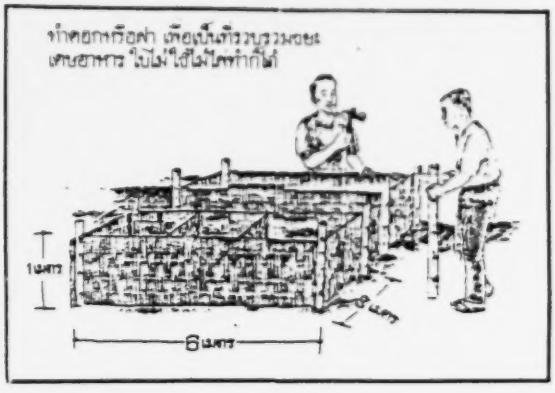
Safe Use of Electricity (poster)

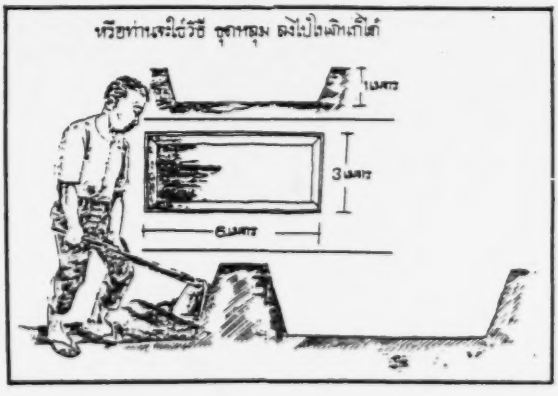
Group B – Annex A

Making Compost (serial poster)

Group C – Annex B







EVALUATION SHEET OF FOLDING POSTER "RIVER AND US"

1. A: Do you understand the meaning of the poster? ☐ Yes ☐ No

   B: Do you understand the title? ☐ Yes ☐ No

   C: Can you tell me the meaning of the poster?

2 ☐ Fully understood ☐ Partly understood ☐ Not understood

2. A: Do you understand the first part? ☐ Yes ☐ No

   B: Tell me the outcome from the first part? .....

3. A: Do you understand the second part? Yes No

   B: Tell me the outcome from the second part?

   To go in the same way up to the fourth parts.

4. Do you use your canal the way as shown in this poster? ☐ Yes ☐ No

   If not, way? .....

5. Are the pictures confusing to you? ☐ Yes ☐ No

6. Are the words legible? ☐ Yes ☐ No

   If not, why? ☐ too small ☐ not clear ☐ too many words ☐ else

7. Should the poster be in a single sheet or folding poster like this?

   ☐ Yes ☐ No

8. Do you find the poster interesting to you? ☐ Yes ☐ No

EVALUATION SHEET OF THE POSTER ELECTRICITY

1. A: Do you understand the meaning of the poster? ☐ Yes ☐ No

   B: Do you understand the title? ☐ Yes ☐ No

   C: Can you tell me the meaning of the poster?

   ☐ Fully understood ☐ Partly understood ☐ Not understood

2. A: Do you understand the white part? ☐ Yes ☐ No

   B: What does the white part say?

   ☐ Fully understood ☐ Partly understood ☐ Not understood

3. A: Do you understand the green part? ☐ Yes ☐ No

   B: What does the gree part say?

   ☐ Fully understood ☐ Partly understood ☐ Not understood

4. Can you tell us your experience with electrical problem?

   ☐ Many ☐ Some ☐ Few ☐ No

5. Can you read any block? ☐ Fully ☐ Some ☐ A little

6. A: Are the colours used in the poster attractive? ☐ Yes ☐ No

   B: What kind of colour do you prefer?

   . . . . . .

   . . . . . .

7. A: Are the words legible? ☐ Yes ☐ No

   B: If not, why?

   ☐ Too small ☐ Not clear ☐ To many words ☐ Else

8. A: Are the picture clear and meaningful? ☐ Yes ☐ No

   B: If not, give reasons and suggest improvement?

   . . . . . .

   . . . . . .

   . . . . . .

9. A: Is the size appropriate? ☐ Yes ☐ No

   B: If not, what should be the size? ☐ Bigger ☐ Smaller

10. Does this poster bring anything useful to you? ☐ Yes ☐ No

EVALUATION SHEET FOR THE POSTER ON HOW TO MAKE COMPOST

1. (a) Can you tell what the poster is about? ☐ Yes ☐ No

   (b) If yes, what it is about?

2. (a) Can you tell what is explained in each sheet separately?

   ☐ Yes ☐ No

   (b) If yes, please tell what is

   in the first sheet
   in the second sheet
   in the third sheet
   in the fourth
   in the fifth sheet
   .....
   .....

3. (a) Can you understand all the words and sentences given in the poster?

   ☐ Yes ☐ No

   (b) If not all of them, please indicate those which you can.

   (c) Are the letters of right size? ☐ Yes ☐ No

   (d) If not, please indicate whether they should be big or small. ☐ Bigger ☐ Smaller

4. (a) Are all the illustrations clear to you? ☐ Yes ☐ No

   (b) If not, please point out those which you cannot.

   (c) Are the colours used appropriate? ☐ Yes ☐ No

   (d) If not, please suggest changes.

5. (a) Do you think that the size of the poster is right? ☐ Yes ☐ No

   (b) If not, please tell us the right size.

(3) Preparation and field-testing of Electronic media materials (Group C)

a. **Why cooperatives? (radio programme)**
b. **Cooperative for Better Marketing (slide kit)**
c. **Reading Habit Brings Happiness (slide kit)**

* Information on Don Kaew Village where Group C visited

Location: Don Kaew Village is Village No. 5 of Tambon Don Kaew, Sarapi district. It is about 15 kilometres south of Chiangmai.

1. Area
   - Total area: 602 rais. This may be classified as follows:
   - Agricultural area: 400 rais
   - Living area: 195 rais
   - Public area: 7 rais

2. Population
   Number of families: 176
   Number of population: 655
   - Classified by sexes: Males – 326
     Females – 329
   - Classified by educational attainment:
     - Teachers: 11
     - Prathom Suksa 1-Prathom Suksa 6: 122
     - Elementary level literates: 519
     - Illiterates: 3

3. Public facilities
   Elementary school: 1
   Temples (three monks, nine lower-order monks): 2
   Pre-school children centre (35 children): 1
   Village newspaper reading centres: 2
   Village library: 1
   Cultural centre: 1
   Public address centre: 1

4. Professions

Most of the people are agricultural workers. Only a few are traders within the village only. The agricultural works may be classified as follows:

- rice farming
- growing longans
- rotation of crops
- making "Krus" (large baskets for handling harvested rice)
- mushroom growing
- pig raising
- poultry raising

5. Village activities

These are initiated by the villagers themselves with technical and financial support from the Government and various foundations. The activities are conducted through a village committee consisting of 7 to 10 well-chosen persons with the village headman as chairman of the committee. Present activities include:

(1) Village Development Fund. The fund is collected by selling 10 baht shares to the villagers. Interests and dividends are paid out at the end of each year. Approval for the use of this fund has to be granted by the village committee.

(2) "Kru" Making Group. These "Krus" are made from bamboo and have diameters between 3–5 metres. Money for this undertaking is extracted from the village development fund.

(3) "Yellow Bean" Planting Group. This group plants yellow beans in unused lands and deposits the income into the village development fund.

(4) Female Tailoring Group. This group makes ready-made clothes for sale.

(5) Food cooking and Preserving Group. This is under a project to promote nutrition within the village.

(6) Market demonstration Group. This group arranges a special market once a month to provide learning experience about marketing.

(7) Wells for Rice Stalks Project. These wells are used for wetting rice stalks by all the villagers.

(8) Career Training Workshop Project. This is still in the formative stage. The aim is to build a training workshop to promote career development. This project has received a financial support in the amount of 306,630 baht from the Krom Phraya Damrong Rajanupharb Foundation.

(9) Improving Pre-School Children Centre Proejct.

(10)Promoting Folk Music Evolution Project.

6. Village Reading Centre

The Centre is provided with two daily newspapers; one of which is locally published. The members of Village Reading Centre Committee take turn to pick up the papers from the agent in town.

1. Preparation for Community Study

A. Assessment of needs/problems

In the afternoon of October 5, the group met for the first time in the conference room. Mr. Azmi Ismail of Malaysia, was chosen as chairman with Mrs. Rufina P. Tan of the Philippines, as rapporteur. The group immediately made plans for the preparation of the literacy materials. It was decided that guidelines would be set for the visit to survey the village. The following guidelines were agreed upon.

Random Survey of the Village

Objectives:

1. To gather information about the village
2. To gather information to select themes for slide and radio presentation.

Areas to survey:

1. Marketing the products of the village
2. Preservation of the excess products:
   - longan
   - beans
   - bee keeping
3. Modern technologies
4. Literacy activities
   - newspaper reading
   - Suggested form for literacy survey
     Cards and posters – by Mr. Soeharto
     Survey sheet – by Mrs. Tan
5. Health/sanitation/environmental conditions

The areas mentioned above were based on the people of the village earlier furnished the group members. This write-up about the village was further reinforced and supplemented by the village headman, Mr. Duang Cheapaeng and Mrs. Thongdee Photiyong, the head of the housewives group, who joined the group. The two village officials with the aid of the two translators graciously answered the questions of the group members asked to get more information about the village.

The group decided to form two subgroups, one to work on the preparation of a slide set and the other on a radio broadcast.

2. Community Study

On October 6, Group C visited Don Kaew Village. Significant points noted were the filtration process used by the village to get safe drinking water, the storage system for crops harvested like rice, garlic and onions, the village reading centre, the day care centre, the primary health care centre, the information system, and the general sanitary condition of the village. The beauty, the cleanlinesse and the seemingly self-sufficiency of the village impressed the group members. Further questioning and the insistence of the members to go and see the less developed parts of the village revealed the needs and problems the group tried to find out.

3. Analysis of Community Study

Back in the conference room, the group sat down to discuss the findings of the visit/survey and to analyze the data gathered. It was then decided that what the village needed was a cooperative for marketing their products so that the villagers could derive more income from their crops. This need was also expressed by the village headman and the head of the housewives group. They needed a storage facility to keep their products from rotting and spoiling while waiting for a better price and a marketing system that could bring them more income from their crops.

With the problem/need already identified and the solution found, that is, a cooperative marketing for the village, a consultant on cooperatives was asked by the group to acquaint them with the mechanics of organizing a cooperative. Briefly summarized steps in orgenizing a cooperative follow:

Setting Up a Cooperative

1. Needs assesement. The problems and needs of the community have to be critically surveyed, analyzed and the solution identified.

2. Community cooperation for formation of groups for
   - management
   - organization
   - planning

3. Campaign for membership in the cooperative.

4. Involvement of government officials concerned to
   - get technical "Know how" from them
   - get them to provide coordination

5. Raising the capital through the buying of the shares by members either in:
   - cash

- kind (materials)
- loan from the bank

6. Training the officers/member of the cooperatives in management.

7. Monitoring the operation of the cooperative, the performance of the officers/members.

8. Accounting of the shares sold, the sales made, the profits and the shares the members get.

4. Production of Materials

With sufficient information on cooperatives gathered, the two sub-groups started planning and set to work on the two projects, the whole day of October 8.

Both sub-groups decided on the topics suitable for the slide and the radio drama. The slide sub-group decided on the topic "Cooperative for Better Marketing", and the radio sub-group on the topic "Why Cooperatives". Both literacy materials were intended to motivate the villagers of Don Kaew to join or/and organize a marketing cooperative.

The next step was made to draw up the story-line along the contents of the materials already decided. The slide story-line was centered around the excess products the villagers produced and how they were marketed at low prices immediately after harvest to prevent spoilage. The sub-group wrote the script. The content or story-line for the radio materials was on the same problem of the community but was to be presented in a form of a drama. The script was written.

The narration for the slide set was then prepared and the slides that would go with the narration were decided upon. By noon of the same day the lay out was completed and the sub-group started to produce and gather the slides they needed. At this time the sub-group decided to produce another slide set in order to utilize the rest of the slides they had already taken. The same process was repeated, the topic selection, the content arrangement, the script preparation and the preparation of the narration and the slide production. The topic decided on was: "Reading Habit Brings Happiness" the objective of which is to motivate the villagers to utilize more their reading centre.

Meanwhile the sub-group working on the radio drama wrote the script for the story entitled "Why Cooperatives". Then the dialogue was cooperatively written. The radio story line consisted of four scenes timed to last 15 minutes. By the afternoon the script in English was completed and was typed after it was edited.

On the morning of October 9, the sub-group working on the slide set continued the slide production; taking more slide shots for those shots that did not come out very well, taking shots at pictures/illustrations done for scenes they could not get by direct photographs and translating their narration into Thai.

The sub-group on radio went over the typed script and did some editing so it could be translated into Thai. By 11:00 A.M. the recording to the drama was started.

5. Field-testing of the materials

a. Radio programme "Why cooperatives"

On the afternoon of October 9, the Thai recording of the radio drama in "Why Cooperatives" was completed and was ready for testing. The English version, however, was not continued for lack of players to complete the characters needed.

So at 9:30 A.M. on October 10, the taped radio drama was presented to the villagers. The radio sub-group members together with the radio audience sat, on the floor around the tape player in the house of the head of the women's group. The target audience consisted of 8 villages, five (5) women and three (3) men. The women were ordinary housewises who left their work in the field to compose the testing audience. The men consisted of the village headman, a very literate villager and a farmer. Except for the headman and the man identified as of higher literacy level, the audience was a suitable group for testing the neo-literacy materials.

The testing procedure:

The audience was simply told that a 15 minute taped radio drama was going to be played and that they were requested to listen with attention.

As the taped radio drama was played the audience was noted to smile at each other, nod their heads in agreement and were wrapped in attention until the end of the tape. Then they talked to each other excitedly in Thai.

The discussion that followed was informal. They were asked if they like to listen to radio broadcasts since many of them have TV sets. They were asked what kind of radio broadcasts they like. Having established rapport with them the questions that followed were woven around the evaluations 7 items prepared, and the responses follow:

1. Relevancy of the theme to actual needs/problems:
   Response: The problem in the story-line was the actual problem of the village. The story seemed to have happened in their own village.

2. Clarity and simplicity of the message.

Response: The message is clear and simple. (When asked if they could tell other members of the village about it they said they could.)

3. Presentation style of the programme:
Response: The story is good. The opening scence about two farmers in the field talking about their problems and deciding to bring it to the headman was realistic and similar to what they would actually do.

4. Dialogue is well arranged.
Response: Well arranged, realistic.

5. Clarity of the voices:
Except for the voice of Khun Vichai, the co-operative officer in the story which was rather low, the voices of the other characters were clear and loud enough.

6. Background music/sound effects:
Response: It was sweet, they liked it.

7. Interest level of the programme:
Response: It was interesting. (The reaction of the audience as they listened, comfirmed the interest it generated)

The head of the women's organization, who joined the audience later together with two other women and some young high school girls, suggested that for more relevance, a religious leader (monk) and an influential person like the teacher, should have been made to play a part in the drama.

The radio, the villagers agreed is an excellent medium for information and entertainment. It does not interfere with their work like the TV, it can easily be carried about and is much cheaper than the TV set.

b. Slide kits "Reading Habit Brings Happiness" and "Cooperative for Better Marketing"

Meanwhile the group working on the slide sets were translating the narration in Thai and synchronizing them to the slides. Time was a big constraint. Processing the slides and matching them with the narration in Thai took rather long time. However, by 3:00 o'clock in the afternoon the sets were ready for testing.

The testing procedure:

The target audience for testing the slide sets, consisted of eleven (11) villagers; the village headman and the man with him in the radio play testing, nine (9) young high school students (Grades 10–12), two of whom were boys and the rest girls. The group was not the right audience for the material to be tested. They were not neo-literates but there was no choice, the testing had to take place.

The slide sets were introduced briefly to the audience and two sets, "Reading Habit Brings Happiness" and "Cooperative for Better Marketing", were shown one after the other. It was noted that the audience reacted with excitement as they saw they own villagers and places/scenes in their village in the slides shown.

6. Evaluation and analysis

The evaluation discussion followed using the some items used for the radio presentation.

a. "Reading Habit Brings Happiness"

1. Relevance:
Response: Topic is practical, but would suit more a less developed village, not a village like Don Kaew which has a good level of development.

2. Clarity/simplicity of message
Response: Message is clear but should emphasize that a reading centre is not a place for reading newspaper only, but for reading other literacy materials as well.

3. Presentation
Response: Some pictures were not real (not photographs)
The story-line was not clear.
The picture (slides) and the narration added synchronization.

4. Dialogue: (Not a relevant item to the slide set)

5. Clarity of the voices:
Response: clear enough

6. Background music:
Response: Very good

7. Interest level
Response: The topic title and captions were well done and were interesting.

b. "Cooperatives for Better Marketing"

1. Relevance:
Response: The topic is releavnt but should persuade more information on how a cooperative is organized.

2. Clarity of message:
Response: Message is clear; it can motivate 70% of the audience who already had information about cooperation to join one; but by itself may not motivate less developed viewers.

3. Presentation:
   Response: The story line is not very clear. The pictures and the narrations did not go together very well.

4. Dialogue: –(Not a relevant item to slide set)

5. Clarity of voices:
   Response: Very clear.

6. Background music/sound effects
   Response: The narration and the music blended very well together.

7. Interest level:
   Response: In a less developed village it is interesting. The audience, however, have enough knowledge of cooperations having been discussed in their classes. They had seen similar tapes before.

Other comments:

1. The slide set should not just be a message to tell people to go to the center to read newspapers, but should also tell them that there are also other materials to read on various topics like agriculture, (how to plant rice in straight lines) sanitation, etc. Cartoons as reading materials were also suggested.

c. "Balanced Diet for Healthy Life" (AJP material)

Generally, the content was relevant, the message clear, but the narration was not lively or enthuiastic.

Comments of the participants in the plenary session on the materials presented:

1. A change in title of "Reading Habit for a Happy Community" to "Better Utilization of the Reading Centre."

2. Preparation of literacy materials for electronic media need not be a sophisticated undertaking; could be done with a minimum of equipment; showing the participants that the production of such materials is possible even rural areas for as long as you have the basic equipment.

Evaluation of the radio programme

After the radio programme presentation, the effectiveness of the programme will be assessed in an informal way through discussion and dialogue.

The assessment will deal with following aspects:

No.	Aspects of the assessment	not Satisfactory	Satisfactory	very Satisfactory
1.	Relevancy of the theme to the actual needs and problems.			
2.	Clarity and simplicity of the message.			
3.	Presentation style of the programme.			
4.	Dialogue is well arranged.			
5.	Clarity of the voices.			
6.	Background music and sound effects.			
7.	Interesting level of the programme.			

Other comments

To give more realism to the radio drama presentation the villagers suggested that a religious leader, the monk for example, and influential community member like the teacher should have been include among the players in the drama.

The radio is a very good medium for information, for instruction and for entertainment since it can easily be carried around and is much cheaper than other electric media.

Guide for the Utilization of Radio Presentation on Cooperatives

"Why Cooperatives"

Background of the Material

a. Medium – Electronic
   (a) radio broadcast
   (b) played tape
b. Length – 15 minutes playing/broadcasting time
c. Languages used – English, Thai
d. Theme – Organization of cooperatives for better marketing

Target Audience:

Middle and self-learning level neo-literates

Objectives:

After listening to the radio/tape presentation the target audience should be able to:

a. tell others the advantages of a marketing cooperative
b. enumerate or retell the steps in organizing a market cooperative
c. express a plan or desire to join or organize a cooperative

How to Use the Material Effectively:

This neo-literacy material may be either broadcasted over the radio at a specific time for certain target groups whose needs or problems can be solved by a marketing cooperative or it can be recorded in a tape and can be played for small groups with similar problems.

It is suggested that before the broadcasting the target audience is requested to listen to the broadcast/tape with attention.

For the effective utilization of this literacy material, the post broadcast discussion should be given more importance. The discussion could be started by asking the target audience whether they like it or not; what part of the material they like best and why. The facilitator can lead the discussion further to find out whether the theme was understood or not. He/She can tell the target audience to ask questions or any part of the broadcast/tape for clarification or for further information. If it is necessary, the tape version of this material can be played again.

Title: WHY COOPERATIVES?

Music: Rural country music

Sound effect: The sound of threshing machine

Time:

Script writer: Group C

Characters: Farmer A – Nan Kam
Farmer B – Nan Nuan

SCENE I (Sound of threshing machine)

Setting: A man is harvesting his crops; his neighbour comes in.

Nan Kam: Hey Nuan, it is a good harvest, ho!
Nan Nuan: Yes, rice, onions, garlic, longan, coconuts. Lots of them! Better than the last harvest.
Kam: Indeed, but what do we do with these harvests to get more money? We have good harvests but we are still poor.
Nuan: Yes, if only we can sell our harvest when prices are higher, then we can earn more money.
Kam: But how can we do that?
Nuan: I've been thinking that if we can sell our harvest at a time when prices are higher, then we can earn more.
Kam: I'd like to do that, but where can I store them?
Nuan: That is everybody's problem. What can we do about it?
Kam: Well, since it is everybody's problem, let us bring it to the village headman.

Music – sound effects – sounds of feet walking away.

– Fade Out –

Characters: 1. Village Headman: Bunma
2. Chairperson of Women's Group: Buapun
3. "Agricultural Youth Group: Srima
4. Farmers Group: Thong
5. Chairman of Village Subcommittee of Eco. Development: Sombun
6. Nan Kam
7. Nan Nuan

SCIENCE II: Faint sounds of conversation of people gathered for the meeting.

Setting: Under the village headman's house. A meeting about to take place.

Bunma: We gathered here today to discuss a problem brought to me by Kam and Nuan. Kam, can you tell us about the problem?

Kam: Nuan and I have very good harvests and so has everybody. It has been a good year. But if we sell our products the same way as we have been doing before, we will certainly get very little income from it.

Nuan: Yes, so if we can store our harvest and sell them at a time when prices are higher, then we will earn more.

Srima: How do we do it?

Buapun: Well, I have heard that another village has a cooperative for marketing for them.

Thong: What is a cooperative? How can it do the marketing of our products for us?

Bunma: Sombun, do you know anything about cooperatives for good marketing?

Sombun: Thong and I have been talking with the village headman Nong Bu and he said that by our joint efforts we can solve our problems.

Thong: Yes, he also said that by forming a cooperative group, big jobs like marketing our village products together can be undertaken.

Bunma: That is a very good idea. I think that the joint effort will promote better mutual understanding among us and we can learn to be self-reliant.

Sombun: Well, why don't we get the agricultural extension official and the cooperative official to tell us more about it.

All: Good, good, good idea

Clapping of hands, faint sound of agreement

– Fade Out –

Characters: 1. Bunma
2. Thong
3. Sombun
4. Agricultural Extension Officer: Khun Dara
5. Cooperative Officer: Vichai
6. Nan Kam
7. Nan Nuan

SCENE III: Background sounds of people gathering in a community centre.

Setting: The community center, meeting is about to take place.

Bunma: I'd like to think all of you; Thong, Sombun, Kam, Nuan and all the rest of the villagers for coming to this meeting today. I am pleased to introduce to you Khun Dara, our Agricultural Extension Officer and Khun Vichai, our Cooperative Officer who have come to explain to us how to organize a cooperative for better marketing. Khun Vichai, can you explain to us how a cooperative is organized?

Khun Vicai: Thank you for inviting me. I am very pleased that you have decided about organizing a cooperative. This is a very wise thing to do.

A cooperative is a type of organization formed to pool together the resources of its members to share the work and the advantages of their cooperatives efforts, to look after the rights of each member as a group and to develop the capacity for self help.

Nan Nuan: We are eager to know more about the cooperative. How do we do it?

Khun Vichai: In organizing a cooperative the first thing that you should do is to find out what your problems are. Tell me, what are the problems in this village.

Nuan: We have discussed the problems of the village among the chairpersons of the peoples organizations and we have agreed that the main problem of the village is the low income we get from the sale of our crops because:

We have to sell them immediately at a much lower price otherwise they would rot and get destroyed.

We all sell our crops at the same time and we can not get a good price for them.

Sombun: What we need is a storage focility to keep or store the products of our crops until we can get a good price for them. Am I right Khun Dara?

Khun Dara: You are right. But you need more than a place to store your products. You have to know how to store them properly. Then you have to find out how you can get better prices for your products. May-be you can keep your products and sell them when prices are higher. And with your products put together you can sell in big quantities which can give you a better price. You can even get your products to a market far from your village which can offer you a better price.

Kam: Can you tell us now how to form a cooperative?

Khun Vichai: Willingly!

1. First get as many villagers as you can to join the cooperative.
2. Second, elect your officers and form com-

mittees to run the different functions of the cooperative properly.

3. Third, get the assistance of government officials who will provide you the technical "Know how" on how to run your cooperative. They can also act as coordinators between your cooperative and the government offices which can help you.
4. Then raise the capital either in cash or in kind.

Thong: But where do we get the money?

Vichai: We can raise the capital by selling shares to the members and if you need more you can get a loan from a bank.

5. Do not forget to train your members in cooperative management.
6. And as your cooperative operates keep a proper and continue accounting of the products sold, the profits realized and the share each member gets. Be sure to monitor or follow-up the performance of the committees. Are there any more questions? Is everything about organizing a cooperative clear? (Pause) So everything is clear.

Bunma: Now that you have learned about cooperative, what advantage we can get from it and how to organize it let us think about and decide whether our village will form a marketing cooperative.

Music – very lively to show enthusiasm of the formation of a cooperative

– Fade Out –

Music: –Music in the home, soft/slow folk song

Sound effects: – Home sounds in the evening; doors, opening softly, living voice of a child say good night to the parents.

Characters: 1. Nuan
2. Yupa (Unan's wife)

SCENCE IV

Setting: Nuan's house in the evening just as they are about to retire to sleep. The family had just received their share of the profits of the cooperatives that afternoon.

Yupa: Aren't we lucky we decided to join the cooperative.!

Nuan: Indeed, organizing the cooperative was a wise decision of our village

Yupa: Nuan, I'm very happy. Look at our bank account. We deposited our share of the profits from the cooperative and look at our total savings. We never had it so good before. Why, our saving this year is almost doubled that of last year. I've been thinking....

Nuna: Oh! Oh! not so fast, don't start spending our money too soon.

Yupa: Why, of course, we have to plan.

Nuan: I've been thinking of improving our house. We need a more sanitary latrine. We can even get a better breed of chicks for our poultry and save some for the children's education.

Yupa: And don't forget to buy more shares of the cooperative so we get a bigger share next year.

Nuan: Certainly, we will not.

–Sound effects living voice of husband and wife about to retire.

Group C members discussing on how to prepare slide kit and radio programme

SLIDE SCRIPT

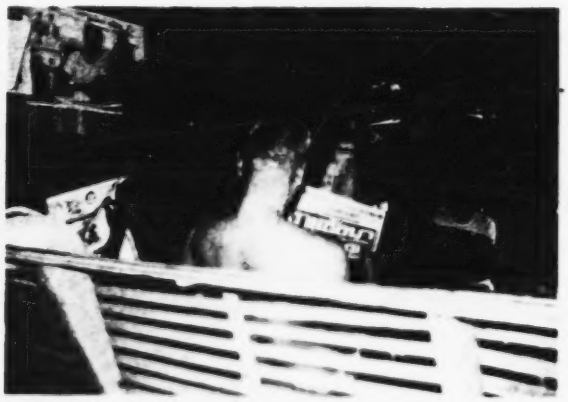
TITLE: COOPERATIVE FOR BETTER MARKETING

*VLS: Very Long Shot MLS: Middle Long Shot
LS: Long Shot MS: Middle Shot

SHOT NO.	PICTURES	NARRATION	MUSIC
1.	CAPTION: "Cooperative for Better Marketing"	do	
2.	VLS. The Sun rising	Beautiful sun rise gives hope aspiration for happiness, harmony and prosperity for all of us.	
3.	LS. Fertile village	God has given us rich land, hardworking and peaceful people. The misery, poverty and ignorance should not exist with us in our village.	
4.	MLS. A man doing bamboo handi-crafts	Our people are very skillful and hardworking. They can make beautiful things out of simple bamboos.	
5.	MLS. An old woman making salty vegetable.	Our women work much harder than in other places.	
6.	LS. A man making a knife.	Everybody is working very hard.	
7.	LS. A woman making a broom from conconut leaf.	The old lady is making the broom.	
8.	MLS. Shop	The women formed a group for packing the foods and selling them for more income.	Sound: Packing
9.	LS. A man growing mushrooms	Mushroom cultivation is good source of income.	
10.	LS. Village Newspaper Reading Center	The villagers want to read books and news-papers to learn more or to improve themselves.	Sound: Paper
11.	CU. Poor Houses	.... Still the people are poor and living in an unsatisfactory condition. People get less money for their products and works.	
12.	CAPTION: Why should this happen	Why should this happen?	
13.	LS. 3 women sitting (Doing nothing)	They do not know how to utilize their free times.	
14.	LS. A villager sitting in the market not being able to sell the products.	Chai sat in the market whole day because he couldn't sell his products in good price.	

SHOT NO.	PICTURES	NARRATION	MUSIC
15.	MS. Woman getting back the products	Porn has to bring back her products because she couldn't sell it in the market. She looks so sad, because the things will be rotten tomorrow.	
16.	CU. Abandant fruits or rice	There're many things lying the house because they cannot sell the things in the market. And products are getting rotten every day wasting so much work and the money.	
17.	LS. A middleman (merchant) talking to the villagers and trying to buy things cheap	Prasit is a businessman who likes to buy the products very cheap from the villagers . . and he makes large profits selling it in the market.	
18.	CAPTION: Can this problem be solved alone?	How can we solve these problems. How can we store the things so that it does not get rotten. How can we sell the products to market to get more price. How can we transport our goods to market by ourselves.	
19.	MS. A man sit down thinking.	Each person alone cannot solve these problems. If the people get together they certainly can solve the problems.	
20.	LS. Community centre gathering in the headman's house.	The villagers got together with the leader and decided to from the marketing cooperative.	
21.	LS. Villagers gathering with Agriculture Officer and Cooperative Officer.	They invited an agricultural officer and a cooperative officer to help them and advice them how to form cooperative and how to do better marketing.	
22.	MLS. Villagers giving money to buy cooperative shares.	Now everybody buys cooperative shares to invest their money in the cooperative.	
23.	CAPTION: The advantages of the cooperative.	The advantages of the cooperative.	
24.	MS. 2 persons breaking sticks in hands.	Cooperative gives us more manpower and strength than individuals do.	
25.	LS. Picture of a bank	You can get more capital from banks for cooperatives than individual can do.	
26.	MS. People canning food	For example, through the cooperative, you can do the canning of the longans and sell it in Bangkok or other countries to get more money.	

SHOT NO.	PICTURES	NARRATION	MUSIC
27.	LS. Truck with local products.	You can buy the trucks to transport the products to market by yourselves not depending upon the middleman.	
28.	Cooperative godown	Through cooperatives you can build cooperative godown in which you can store your paddy, garlic, onion and yellow beans in better condition so that your products do not get rotten and so, you can sell them in the market when the price is higher.	
29.	LS. 3 weighing machines comparing prices of each place.	You can survey the market price in different places and sell the products where the price is higher.	
30.	LS. People got the profit back.	If you can get more money selling your products through cooperatives, you can get more profit.	
31.	Pricture of a local factory.	Then you can reinvest part of your profit for setting up local industries.	
32.	LS. People being happy in front of newly constructed community centre.	If you have more money for yourselves and you can allocate some of the money from the profit for the development of your community.	



Village Reading Centre at Don Kaew Village where Group C visited

SLIDE SCRIPT

TITLE: Reading Habit Brings Happiness

SHOT NO.	PICTURES	NARRATION	MUSIC/FX
1.	CAPTION: Reading Habit Brings Happiness	Reading habit brings happiness	Music
2.	LS. of government official and community leaders.	It is our responsibility to make the people better and their welfare taken care of.	
3.	LS. of school buildings	The government builds educational facilities for the people in order to be clever.	
4.	LS. of pupils and teachers in the school. Learning situation.	Also the government provides teachers and other equipments.	
5.	CU. of learning place.	Learning places can also be built by the community cooperatively.	
6.	MLS. of people in the family reading a book.	Learning habit can be created in the family.	
7.	MS. of a man pointing out to somebody who reads a newspaper upside down.	Why do we need to be literate? Illiteracy can be harmful to our lives.	
8.	An old man is sitting down and looks sad.	The world becomes narrow if you are not able to read and write.	
9.	CAPTION: Why do we need to be literate?		
10.	LS. A girl giving monety to a beggar.	Illiterate may cause proverty.	
11.	LS. A deserted house.	Illiterate can be the constraint for development.	
12.	LS. Some people are learning.	Learing don't recognize the age. It is life long education.	
13.	LS. A teacher with a group of people.	Learing can be taken place anywhere.	
14.	LS. Children playing games (letter card)	Learning can be together with playing.	
15.	LS. People play Sugoroku game.	People can gather together to enjoy learning through playining.	
16.	LS. Children with older people.	Grand children can help their grandpa and gramdma to learn.	
17.	LS. A man reading under a tree.	Or self-learning.	

SHOT NO.	PICTURES	NARRATION	MUSIC/FX
18.	A man reading a book while working on mushroom raising.	By reading you may get your job.	
19.	MS. A woman is cooking by look at the recipe book.	By learning from recipe book you can cook more delicious food.	
20.	MLS. A man receiving money back from a seller.	You will never be cheated because you are literate.	
21.	MLS. A man reading name of the road.	The world is widely open for literate people.	
22.	High buildings	The world will be wider and wider because we know development of villages, urban areas and whole countries.	
23.	Factories	Know the prosperity and economical development of the country.	
24.	Traditional dancing.	Know the development of culture of the country.	
25.	Library	Where are we going to find reading materials? Library is ready to help you.	
26.	Reading centre	Reading centres which are maintained and managed by the community themselves also ready to provide reading materials.	
27.	Reading centre	The reading centre always be your close friend every time.	
28.	A man borrowing a book	We can borrow materials from the reading centre.	
29.	A man writing a letter.	We can also get the reading materials from private agencies.	
30.	A group of people are collecting money to buy books.	There are many ways to get reading materials.	
31.	A father is reading a newspaper while mother is weaving and children are playing.	Reading habit brings happiness.	
32.	Some people are coming to a reading centre.	Through reading centres we can improve our quality of life.	
33.	The sun is shining.	Let us welcome the better tomorrow.	
34.	Ending mark.	Music 10"	

(4) Preparation and field-testing of Games and others (Group D)

Problem Solution Card Game (card game)

* Information of Nong Arb Chang Village where Group D visited

Location: Nong Arb Chang Village is located in Tambon SanPong, MaeRim District. The village is about 23 kilometres north of Chiangmai and is linked to the District by an asphalt road.

Demographic Information: The village is of a middle size with 220 households and 856 people. The main occupation is rice farming and fruit tree gardening.

Infrastructure: Most parts of the village roads are gravel-graded. Bus service to town is available from 5 a.m. to 12 p.m. Most villagers use private water pumps for water supply and electricity is available as part of the government service. Health service is available at the health center in a nearby village. There are one Buddhist temple and one Christian church for religious practices.

Educational Activities: The village has one elementary school providing education from Pratom 1 to Pratom 6. Chiangmai NFE Center has provided various kinds of NFE activities, such as: interest groups, trainings for village adults, young agricultural group, housewive's group, and short vocational courses in dress making, mechanics and electronics. The village reading center is established and run by the village reading center committee. Two national and one local daily newspaper are delivered to the center by the villagers themselves. The approximate number of daily users of the center is 40.

Village Organizations: The village chairman and his deputy take administrative roles with village committee acting as assistants for developmental activities. Other village groups/activities established to function as village developmental forces are: the saving group; community development group; medicine bank organization; village shop; soy-bean croppers group; basket markers group and other vocational groups.

Responsible agencies: The government agencies responsible for the development of the village are Agricultural Extension; Health; Community Development; and Education.

Specific Problems: The major problem is the insufficiency of market for agricultural products.

Introduction

On October 5, 1984, after the group election of officers, the team participants decided to undertake two major activities related to games.

These were:

(1) To translate into Thai language the AJP Proverb Card Game and field-test it.
(2) To develop a new game suited for the neoliterates of the village and field test it.

I. Procedures in the Development of Game

The team participants tried to follow closely, but with some modifications, the procedure suggested by the DRAFT GUIDEBOOK on the development of neoliterate materials.

A. Identification of the Needs and Problems

In order to develop a game appropriate for the neoliterates of Nong Arb Chang, the group decided that they should first identify the needs and problems of the village.

1. Pre-assesment

(a) The members of Group D met with the headman and representative of the village, and through an informal interview learned more about the village profile.
(b) The team discussed and evolved some guidelines to follow in data gathering to be done during the village visit.

2. Village Visit

October 6, 1984, group D visited Nong Arb Chang Village. They met with some fourteen key village people and went around the village to gather first hand information about the village situation. Through observation, informal discussion and friendly exchange of questions and answers, the group were able to gather data regarding the problem and needs of the people.

3. Analysis of Data Gathered

Back from the village visit, the group sat down and analyzed the data they have gathered. After analysis, the group made a general conclusion that the neoliterates of Nong Arb Chang Village were of the middle and self-learning level. Apparently, the village looked prosperous but the analysis of the data revealed that the

major problem was economic in nature.

Major Problem: The economic situation of the village needs improvement.

Sub-problems: The people of Nong Arb Chang want to:

1. produce more products
2. sell their products at the highest prevailing rate
3. save more money for emergency purposes
4. invest money for a fruitful life

The group members discussed the above problems and further broke them down into 23 specific problems. They also identified specific solutions for each of the problems. (Please see Annex 1)

B. Development of the Game

October 8, 1984

1. Identification of the Game

A brainstorming session was held on what type of game to develop. The group considered the level of the neo-literates in the village and the kinds of problems they have. After some discussion, the members decided to adapt a card game which is not too elementary nor too childish, but a card game that will suit the intellectural level of the neo-literates, educational and at the same time entertaining. The group members wanted the neo-literates to have some reading activities and do some critical thinking and decision-making while playing the game.

The title decided upon: PROBLEM-SOLUTION CARD GAME

The theme decided upon: ECONOMIC DEVELOPMENT IN THE VILLAGE

2. Content and Procedure of the Game

The members decided that there will be two sets of Cards:

(a) one set composed of 23 cards with written statements about the problem.
(b) one set of 23 cards with illustrations on one side showing the specific solutions for each problem and at the back of each card are some added written information about the solution to the problem. The groups later decided that there should be 4 sets of the solution cards each set containing the same solutions.

3. Manual of Instruction

A manual of Instruction in Thai was prepared. This was later translated into English. (Please see Group D-Annex 2 for the details about the Manual of Instruction.)

4. Translation and Illustration

(a) The AJP Proverb Card Game was translated into Thai language.
(b) The Problem-Solution Card Game was also translated into Thail language.
(c) The Solution Cards were given to the illustrator for drawing

C. Guidelines of Evaluation

The group members evolved some guidelines for evaluation of the AJP Proverb Card Game and the Problem-Solution Card Game. Two kinds of criteria for evaluation were made – one for the villagers to answer and one for the participants to fill up. (Please see Group D-Annex 3 & 4)

October 9, 1984

The group met once more to improve and iron out some problems related to the new card game. They were ready to field-test the AJP material and the new card game they have developed.

II. Field Testing of the Game

October 10, 1984

Group D left for Nong Arb Chang Village at exactly 8:30 in the morning and arrived at the village an hour after. There were already villagers waiting for them – 7 women, 6 men and 2 young boys.

A. AJP Proverb Card Game

The AJP material was tried out first. A facilitator was selected from among the villagers. She was briefed by our translator on what to do. The players were gathered around a big table. The facilitator held in her hand the proverb cards while the illustrated cards were laid at random-face-up on the table. The facilitator shuffled the proverb cards in her hands, picked out one and read it. The players looked for the card with the illustration of the proverb from among the cards on the table. There was much excitement and laughter as the players tried to outdo each other in grabbing the right card. The excitement heightened as the cards on the table become fewer in number. The holder of the most number of correct cards was declared the winner. For incentive, Mr. Sasaoka of ACCU rewarded the 1st and 2nd place winners with small gifts. This added to the excitement of the game.

The AJP Card Game was played twice, after which the players tried to read and discuss the proverbs. The participants filled out their evaluation sheets after the

game was played with some help from the translator.

B. Problem Solution Card Game

Before the start of the game, the players were requested to color the illustrations on the 4 sets of solution cards. This activity took quite some time but it somehow served as motivation to get the interest of the group in playing the game.

Two groups were formed to play the game. The first group was composed mainly of women while the second group was composed mainly of men plus the two young boys. A facilitator was selected for each group. Since only four players were required to play the game, the villagers formed 4 teams.

The facilitator held the problem cards in her hand while each team spread their 23 solution cards before them on the table/ground. The facilitator shuffled her problem cards, picked out one and read the problem alound. The players tried to look for the correct solution from among their cards. The first team of find the solution got a point and put the card away. The other players put away the same card. The same procedure was repeated until all the cards were put away. The team who got the most number of correct solutions was declared the winner. Mr. Sasaoka again gave out small tokens to the 1st place and 2nd place winner. The villagers enjoyed the game. There was excitement and laughter everytime a team scored a point.

The educational portion came after the game was finished. The players were asked to read the problem card and the solution to the problem. The facilitator encouraged them to discuss more about the problem and the solution they have just read. Some serious discussion followed the reading portion. Afterwards, the players were asked to fill out their evaluation sheets.

III. Analysis of the Feed Back Result

Back at Chiang Inn Hotel, the participants discussed the result of the field test.

A. Result of the AJP Proverb Card Game

The following are some observations/comments about the Proverb card game from the players and the participants of the Group:

1. The players found the cards too small. Most of them could not recognize the illustrations at one glance.
2. Some pictures did not portray the message of the proverb correctly.
3. The players felt that there should be more cards (there were 30 proverb cards)
4. The letterings were too small. The older players found it difficult to read.
5. The sentence of the proverbs were too long and quite difficult to understand.

In general, the AJP card game was rated "very good".

B. Result of the Problem Solution Card Game

The following are some specific observations and comments by the players and the groups participants regarding the new game:

1. The villagers found the number of solution cards too many to handle.
2. The game took a long time to finish.
3. Some players were confused because some words in the Thai language conveyed more than one meaning.
4. Some players had in mind other solutions to the problems other than the one illustrated in the card.
5. The older players were always beaten to the draw by the young boys.

In general, the villagers rated the Problem Solution Card Game – "good".

The participants felt that the game proved to be a little serious because it involved some reading and critical thinking but nevertheless, the villagers enjoyed the game.

IV. Modifications/Revision for Improvement

The team members decided that the AJP Proverb Card Game needed some modifications for improvement and likewise, the Problem Solution Card Game also needed some revision in order to become more effective.

A. AJP Proverb Card Game

1. The size of the cards should be bigger so that the illustrations will be more distinct.
2. Some pictures should be improved so that it will show at a glance the message of the proverb.
3. More proverbs and pictures should be made so that the game will last longer.
4. The letterings should be bold and bigger so that older players can easily read the words.
5. The sentences for the proverbs should be shorter and easier to understand.

B. Problem Solution Card Game

1. The number of the solution cards should be reduced. There should not be more than 15 cards.

2. The time for playing the game will become shorter if the number of cards is reduced.
3. Carefull selection of appropriate words should be made so that they will convey only one meaning.
4. Since only one solution to the problem is offered by the game, a follow-up discussion after the game is absolutely necessary in order to elicit more solutions to the problem.
5. The age groups of the players should be considered. Young and old players should not be mixed together.

C. Important Suggestions

1. A reading and a discussion of the problems and their solutions should always follow after the game has been finished if we want this game to be more meaningful for the villagers. The reading part will develop their reading skill while the discussion part will develop their critical thinking and decision-making skills.
2. A very good facilitator is necessary to lead the discussion so that it will branch out into other related topics of learnings.
3. In order for the game to be truly educational in nature, it is perhaps wise to introduce it in an organized adult literacy class. If left alone to be played by the villagers, it may not serve its purpose well.

Group D – Annex A

Name of Game: PROBLEM SOLUTION CARD GAME
Theme: Economic Development of a Village

STAGE I PRODUCE MORE PRODUCTS

PROBLEMS	SOLUTIONS
1. The crops are damaged by insects.	1. Use insecticides properly.
2. The growth of plants is slow due to poor soil condition.	2. Use organic fertilizer.
3. There is not enough water for the plants.	3. Use rural technology for watering system.
4. The seedlings are of poor quality.	4. Select high-yielding variety of seeds.
5. Natural calamities like floods and typhoons damage crops.	5. Seek assistance for gevernment loans.
6. Some farmers practice outmoded ways of farming.	6. Seek advice from government agricultural technicians.
7. There is lack of workers to help plant or harvest products.	7. Seek cooperation from neighbouring farmers.
8. There is not enough land for planting.	8. Seek help of technician for scientific "soilless" gardening.

STAGE II SELL PRODUCTS AT HIGH PRICE

PROBLEMS	SOLUTIONS
1. Poor quality of products.	1. Improve the plant breeding.
2. The middleman controls the price.	2. Keep up the price through selling by group.
3. Over production reduces the selling price.	3. Study market demand for product.

4. The selling price is less than the production cost.	4. Purchase supplies and fertilizers by group.
5. There is no group organization for selling and purchasing.	5. Set up cooperatives.
6. There is no information about the current selling price of products in the market.	6. Read the economic column in the newspaper.
7. The products are not well-known to the people in the urban areas and other villages.	7. Advertise the good quality of products; sell in other villages and urban areas.
8. The prices are not constant due to some farmers making individual sales.	8. Sell by group at the best prevailing price.

STAGE III SAVE MORE MONEY

PROBLEMS	SOLUTIONS
1. Some villagers spend money unwisely.	1. Spend money on real needs; prioritize needs.
2. Some villages do not have money for emergency use.	2. Try to save money in the savings accont.
3. Some villagers often waste small money.	3. Put small money in saving boxes.

STAGE IV INVEST MONEY FOR FRUITFUL LIFE

PROBLEMS	SOLUTIONS
1. Some villagers use their money for gambling like cock fighting.	1. Invest money in productive and income-generating activities like chicken raising.
2. Some villagers leave some unused pieces of land around their houses.	2. Utilize unused land around the house for vegetable garden to increase income.
3. There is no promotion for village handicrafts such as bamboo weaving and ceramics.	3. Set up a cooperative for producing and selling handicrafts such as woven bamboo articles and ceramics.
4. There is not enough market for products.	4. Set up a market in the village and also sell the products in other village markets.

MANUAL OF INSTRUCTION

Title of Game: PROBLEM SOLUTION CARD GAME
Theme: Economic Development of a Village

Objectives: After playing the game, the villagers will be:

1. able to know more about themselves and their community.
2. aware of their community problems and the suggested solutions of these problems.
3. able to improve their reading abilities and habits.
4. able to improve their critical thinking and decision-making skills.
5. able to enjoy the card game.

Target Clientele: Youth and adult neo-literates of middle and self-learning abilities.

Application:

1. Facilitator explains how to play the card game according to the following steps:

    1) This card game consists of one set of 23 "problem cards" and 4 sets of 23 "solution cards". Each game will have 5 players, one is assigned as a facilitator who will hold the problem cards.
    2) On each of the "problem cards" has short sentences describing the problem identified in the village. On one side of each of the "solution cards" is an illustration showing the solution and a short sentence describing it. On the back is written added information about the solution. Each "problem card" will have a corresponding "solution card".
    3) To begin, a set of solution cards is distributed to the 4 players who sit around the table or on the floor. Each player will have 23 solution cards in hand. After distributing the cards, allow some time for the players to look at the illustrations and read the cards.
    4) The facilitator shuffles the problem cards, then picks one up, reads it aloud, and places it on the table. The players look for the corresponding solution card.
    5) The player who can most quickly identify the corresponding solution card places the card down. The rest of the players put the same cards away. The player who can keep the most pairs of cards is declared the winner.

2. Villagers form groups and start playing the game.

3. After the game, the players read each pair of problem and solution cards starting from the first pair of cards and on to the last, consecutively. Afterwards, a group discussion is held among players and the facilitator on the selection of the most feasible solution to the problem and the ways of putting them into practice.

Group D members discussing with the people of Nong Arb Chang Village to identify their needs

Village people playing the "Problem Solution Card Game" developed by Group D

Name of the Game: PROBLEM SOLUTION CARD GAME
Theme: Economic Development of a Village

QUESTIONNAIRE FOR EVALUATION

Please put a tick mark ( ) in the appropriate box after reading each statement.

	Fair	Good	Very Good
Language			
1. I can read the language.			
Illustration			
2. The attractiveness			
3. The message conveyed by the illustration			
Information			
4. The relevancy of information is			
Content			
5. The functionality of the content is			

QUESTIONNAIRE FOR EVALUATION

Name of the Game: PROVERB CARD GAME

1. Do you find the game interesting?

   Yes ..... No..... Don't know .....

2. Do you find the illustrations attractive?

   Yes ..... No..... Don't know .....

   What can you suggest to improve the illustrations?

   .....

   .....

   .....

   .....

3. Do you find the meaning of the proverbs understandable?

   Yes ..... No..... Don't know .....

   What can you suggest to improve the proverbs?

   .....

   .....

   .....

4. Do you find the contents of the proverbs useful?

   Yes ..... No..... Don't know .....

   What can you suggest to improve the proverbs?

   .....

   .....

   .....

   .....

Problem Solution Card Game (sample)

1
พืชผลถูกแมลงทำลาย

2
พืชโตช้าเพราะดินไม่ดี

3
น้ำไม่เพียงพอสำหรับพืช

4
ใช้พันธุ์พืชคุณภาพต่ำ

CHAPTER II

MATERIALS PRODUCED UNDER ASIAN/PACIFIC JOINT PRODUCTION PROGRAMME OF MATERIALS FOR NEO-LITERATES (AJP)

(1) Introduction of AJP Programme

(2) Guide for Utilization of 1984 AJP Materials

(3) 1984 AJP Materials (sample copies)

1. INTRODUCTION OF ACCU

Asian Cultural Centre for Unesco (ACCU) is a non-governmental organization established in Tokyo in 1971 through fervent efforts of private and public sectors in Japan.

Emphasis of ACCU's activities has been placed on the joint programmes of Unesco Member States in Asia and the Pacific, devised by them as a practical way of co-operation among them.

2. ASIAN/PACIFIC JOINT PROGRAMMES

The characteristic of ACCU's joint programmes is to bring together experts from participating countries with a variety of cultural background and experiences for the purpose of planning concrete cultural materials to be produced, such as books, posters, music cassette tapes, and slides.

Following are major projects of the joint programmes:

(1) Asian Copublication Programme of Books for Children (ACP)
- published 14 titles of books under 4 series.

(2) Asian/Pacific Joint Production Programme of Materials for Neo-literates (AJP)
- developed and produced 16 kinds of materials.

(3) Co-production of Materials on Asian/Pacific Music
- produced 3 series.

(4) Co-production of Cultural Kit (slides and cassette-tape of narration and music)
- produced 4 series.

3. ASIAN/PACIFIC JOINT PRODUCTION PROGRAMME OF MATERIALS FOR NEO-LITERATES (AJP)

ACCU has launched upon the Asian/Pacific Joint Production Programme of materials for neo-literates in rural areas, and produced booklets, posters, games and audio-visual kits.

To promote the joint production programme, ACCU has been since 1981 organizing the planning meetings on Asian/Pacific joint production programme of materials for neo-literates in rural areas, and since 1983 holding the regional workshops on the preparation of literacy follow-up materials in Asia and the Pacific, in co-operation with ROEAP, as follows:

(1) Planning Meeting on Asian/Pacific Joint Production Programme on Materials for Neo-literates in Rural Areas.
- First Planning Meeting.....May 1981, Japan
- Second Planning Meeting.....December 1982, Japan
- Third Planning Meeting.....June 1984, Japan

(2) Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific.
- First Workshop.....April 1983, Japan and the Philippines
- Second Workshop.....October 1984, Thailand

4. MATERIALS DEVELOPED UNDER AJP

Meeting/Workshop	Planned	Adapted
First PLANNING MEETING, May 1981	6 kinds	→ 5
Second PLANNING MEETING, Dec. 1982	10	→ 8
First WORKSHOP, April 1983	9	
Third PLANNING MEETING, June 1984	8	→ 3
Second WORKSHOP, October 1984	7	→ [?]
TOTAL	40	16 (printed)

LIST OF AJP MATERIALS

(1) Classification by FORMAT

	Adapted (Printed)	Planned	
		1984 Planning Meeting	1984 Workshop
Printed Book Materials	1) Grow Mushroom 2) Raising Chickens 3) The Life of Water 4) Body's Food* 5) Bamboo Handicrafts*	1) Use of Gas from Daily Wastes	1) Better Income for Rural Life
Printed Non-Book Materials	1) Let's Read 2) Public Pollution inside Bus 3) Do You Know Numbers? 4) Sanitation 5) Everyone's Water – How should we use it? – 6) Tree Planting 7) Home Gardening*	1) Filtration 2) The River and Us 3) Making Mats with Old Cloth 4) Balance of Diet	1) Let Us Be Safe from Electricity Dangers 2) How to make compost
Electric Media Materials	1) Water in Everyday Life (slide kit)	1) Balanced Diet for Healthy Life (kit)	1) Reading Habit Brings Happiness (kit) 2) Cooperation for Better Marketing (kit) 3) Why Cooperatives (Radio Drama)
Games and Others	1) Around Asia and the Pacific with SUGOROKU Game 2) Building Up a Happy Community SUGOROKU 3) Animal SUGOROKU	1) Utilization of Wastes in the Village (jigsaw puzzle) 2) Proverb Card Game	1) Problem Solution Card Game
TOTAL	16	8	7

(Note: * indicates materials planned by the 1983 Workshop)

(2) Classification by CONTENTS

	Adapted (Printed)	Planned	
		1984 Planning Meeting	1984 Workshop
Health	1) Sanitation 2) Everyone's Water – How should we use it? 3) Baby's Food*	1) Filtration 2) Utilization of Wastes 3) Balance of Diet 4) Balanced Diet for Healthy Life	
Production	1) Grow Mushroom 2) Raising Chickens 3) Tree Planting 4) Bamboo Handicrafts* 5) Home Gardening*	1) Making Mats with Old Cloth	1) Better Income for Rural Life 2) How to Make Compost
Science	1) Do you Know Numbers?	1) Use of Gas from Daily Wastes	1) Let Us Be Safe from Electricity Dangers
Culture	1) Around Asia and Pacific with SUGOROKU Game 2) Animal SUGOROKU	1) Proverb Card Game	
Social and General	1) Let's Read 2) The Life of Water 3) Water in Everyday Life 4) Building up a Happy Community 5) Public Population inside Bus	1) The River and Us	1) Reading Habit Brings Happiness 2) Problem Solution Card Game 3) Why Cooperatives 4) Cooperative for Better Marketing
TOTAL	16	8	7

(Note: * indicates materials planned by the 1983 Workshop)

(2) Guide for Utilization of draft 1984 AJP Materials

I	Printed Book Materials	(1) Use of Gas from Daily Wastes (booklet)			(4) Balance of Diet (rotating pie-graph)
II	Printed Non-Book Materials	(2) Filtration The River and Us (folding poster)	III	Electric Media Materials	(5) Balanced Diet for Healthy Life (slide kit – Narration)
		(3) Making Mats with Old Cloth (folding poster)	IV	Games and Others	(6) Proverb Card Game

1. Use of Gas from Daily Wastes

Objectives:

1. To promote scientific point of view among learners to deal with daily matters.
2. To improve the circumstances of the daily life using the scientific knowledge.
3. To think the possibility of using methane gas produced from daily wastes.

Target:

Middle and self-learning level neo-literates.

Applications:

1. Before distributing the booklets to learners, instructor asks how they actually deal with their daily wastes in a village.
2. Instructor distributs booklets to learners and asks them to read. Points of interest and problems are then taken up in question-and-answer and discussion among participants (including instructor).
3. Instructor suggests to a group of interested people how to get the information on technique, materials needed and possibility of financial assistance of build methane gas facilities.

2-a. Charcoal Water Filter for Drinking Water

Objectives:

1. To understand the improtance of the cleanliness of drinking water for good health.
2. To know how to make a Charcoal Water Filter by using easily available materials in a village.

Target:

Beginning and middle level neo-literates

Applications:

1. Before showing the poster to learners, instructor asks them from what kind of sources they get their drinking water.
2. Show the folded poster opening it from the top to the bottom to draw learners' interest in the steps of filtration, and then explain how to make a charcoal water filter.
3. If possible, demonstrate how to make a charcoal water filter.

2-b. The River and Us – Source of Life, Support of Living

Objectives:

1. To understand the important role of river water as the source of our lives and the support of our living.
2. To promote learners to consider how to utilize river water more fully and effectively in their eveyday living.
3. To introduce the idea of bird-eye view for the total consideration of our environment.

Target:

Beginning and middle level neo-literates

Applications:

1. Show the poster to learners and let them study it in sufficient time. Points of interest and problems are then taken up in question-and-answer and discussion among participants (including instructor).
2. Instructor promotes discussion among learners about some important functions of a river to make our life more convenient and richer.
3. Instructor promotes learners to think about a river near their own village for its effective use.

3. Making Mats with Old Cloth

Objectives:

1. To promote to utilize old and no longer useful materials around us.
2. To introduce the idea of explaining logically the steps of making things.
3. To learn techniques and steps of making mats using the old and no longer useful cloth.

Target:

Beginning level neo-literates (especially village women and girls)

Applications:

1. Before showing the poster, instructor asks learners how they deal with old and no longer useful cloth around them.
2. Show the poster to learners, briefly explaining the steps of making mats and how and where these mats can be used, and make them study it in sufficient time.
3. Points of interest are taken up in question-and-answer and discussion among participants (including instructor).
4. If possible, instructor demonstrates how to make mats and make interested persons join him/her to understand the method and steps of mat making.

4. A Blanced Diet (rotating pie-graph)

Objectives:

1. To introduce the idea of classifying foods we eat into three groups according to the function of nutrient contained in them.
2. To understand the relation between some diseases and lack of certain nutrient.
3. To understand the importance of having nutritionally balanced diet for healthy living.

Target:

Beginning level neo-literates (especially women and grils who prepare meals for the family)

Applications:

1. Show the pie-graph to learners. Instructor explains the relation between one disease and lack of one nutrient actually rotating the pie-graph in front of learners.
2. As the pictures of foods on the pie-graph are given as examples, instructor should explain and promote discussion among learners how to have nutritionally balanced diet by locally available foods.
3. This pie-graph can be put on a wall of kitchen or dining room, and can be used to check the family's health condition and when preparing meals.

5. Balanced Diet for Healthy Life

Objectives:

1. To understand the relation between blanced nutrition and good health.
2. To introduce the idea of classifying foods we eat into three groups, according to the functions of nutrients contained.
3. To understand the each characteristics of the three groups of foods.
4. To learn steps to ensure balanced nutrition in a village, such as through home gardening, fish raising and chicken raising.
5. To introduce various ways to prepare nutritionally balanced meals in the Asian region.

Target:

Neo-literates of any level (especially for women and girls who prepare meals for the family)

Applications:

1. Before showing the slide-kit, the instructor explains the outline of the story briefly.
2. Present the slide-kit to the learners.
3. After the presentation, the instructor asks the learners some questions such as following, stimulating discussion on these issues and their importance.

   a. How can foods we eat be classified?
   b. Can you explain the functions of the three groups of foods?
   c. What kind of ways do you want to take in order to ensure nutritionally balanced diet in your daily life?

6. Proverb Card Game

Objectives:

1. To develop moral awareness and wisdom by learning proverbs.
2. To build language skills while playing enjoy-

able game.

Target:

Middle and self-learning level neo-literates.

Applications:

1. Instructor explains how to play card game.

*How to play card game (This game can be played by 3 or more players.)

a. This card game uses 30 "Text Cards" and 30 "Picture Cards".

b. A proverb is on each "Text Card". On each "Picture Card" appears a word taken from the corresponding proverb and a picture representing the proverb.

c. To begin, all "Picture Cards" are spread randomly on the floor or table-top. Players sit freely around the cards.

d. One person reads a "Text Cards" aloud, and the other players pick up "Picture Cards".

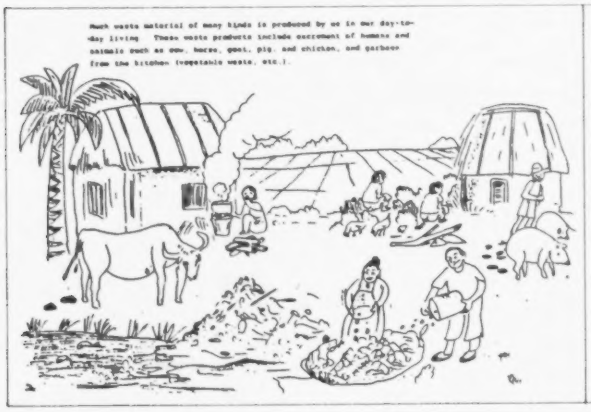
e. The reader shuffles the "Text Cards", then chooses one and reads it aloud. The other players all look for the corresponding "Picture Card".

f. The player who most quickly identifies the corresponding "Picture Card" picks it up. The holder of the most cards is the winner.

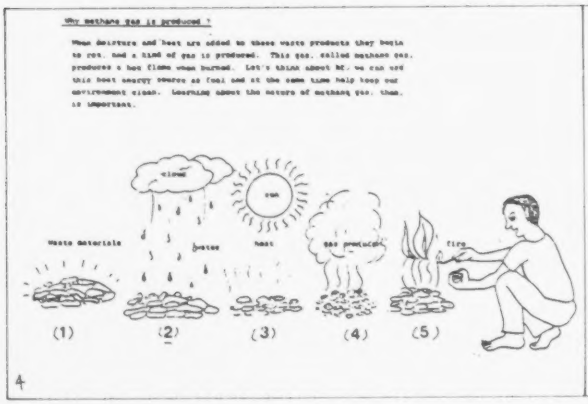
2. Learners from groups and start playing card game.

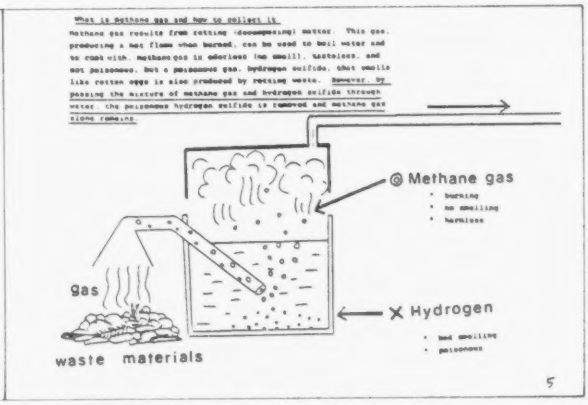
3. After the game, points of interest are taken up in question-and-answer and discussion among participants (including instructor).

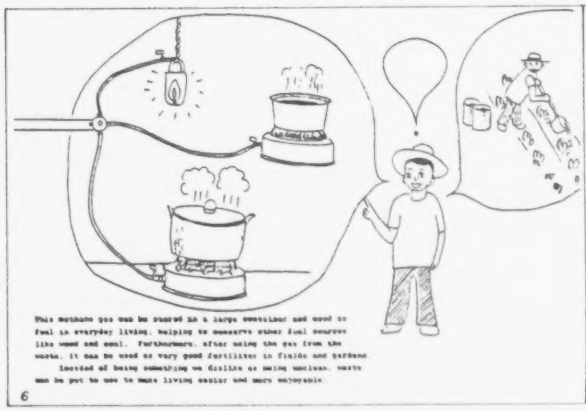
1. Use of Gas From Daily Wastes (booklet)

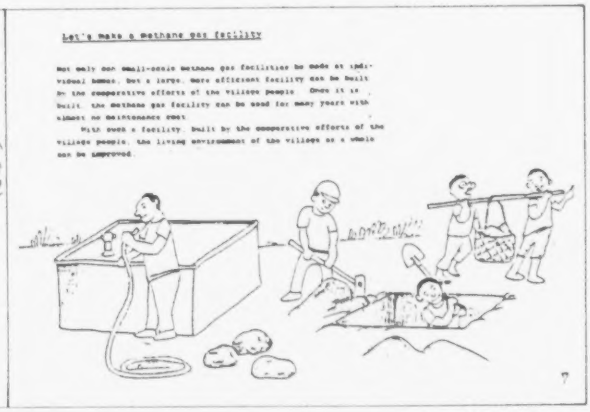

Much waste material of many kinds is produced by us in our day-to-day living. These waste products include excrement of humans and animals such as cow, horse, goat, pig, and chicken, and garbage from the kitchen (vegetable waste, etc.).
3

Garbage and other waste rots, giving off odor (bad smell), and making our living environment unpleasant. It can also be the cause of bacteria and sickness, and be a breeding place for many flies, mosquitoes, and other unwanted insects.
To maintain a clean, healthy environment in the village, it is important to properly deal with this waste material.
2

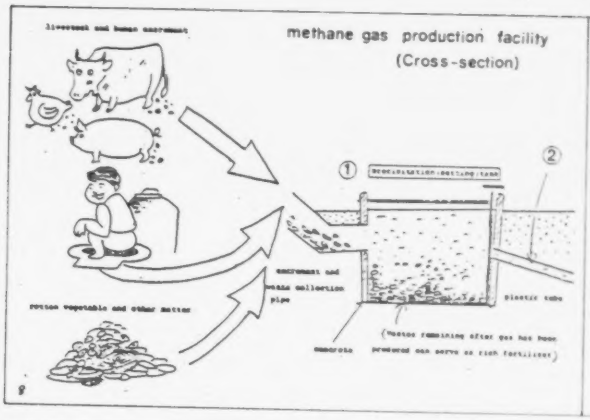

Why methane gas is produced ?
When moisture and heat are added to these waste products they begin to rot, and a kind of gas is produced. This gas, called methane gas, produces a hot flame when burned. Let's think about it, we can use this heat energy source as fuel and at the same time help keep our environment clean. Learning about the nature of methane gas, then, is important.
cloud
sun
Waste materials
water
heat
gas produced
fire
(1)
(2)
(3)
(4)
(5)
4

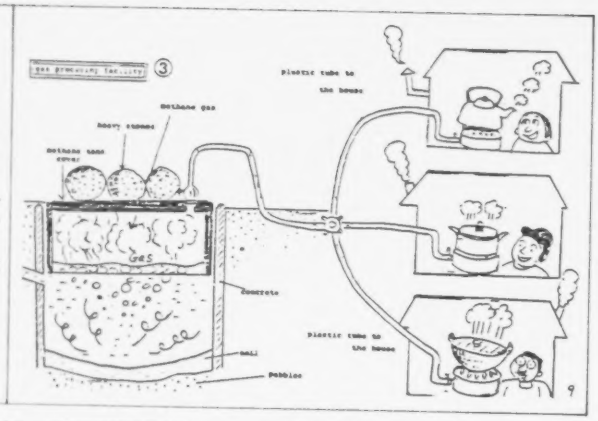

What is methane gas and how to collect it
Methane gas results from rotting (decomposing) matter. This gas, producing a hot flame when burned, can be used to boil water and to cook with. Methane gas is odorless (no smell), tasteless, and not poisonous. But a poisonous gas, hydrogen sulfide, that smells like rotten eggs is also produced by rotting waste. However by passing the mixture of methane gas and hydrogen sulfide through water, the poisonous hydrogen sulfide is removed and methane gas alone remains.
Methane gas
burning
no smelling
harmless
gas
Hydrogen
bad smelling
poisonous
waste materials
5

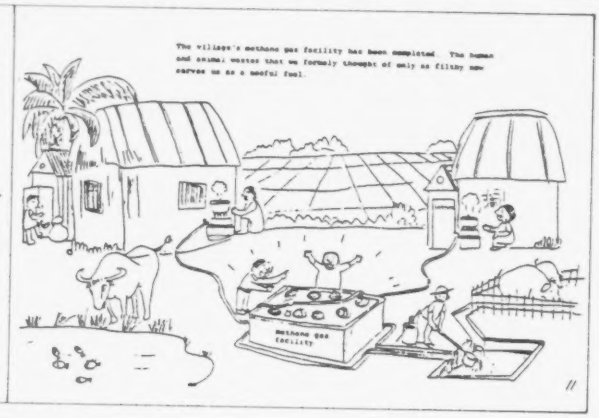

This methane gas can be stored in a large container and used as fuel in everyday living, helping to conserve other fuel sources like wood and coal. Furthermore, after using the gas from the waste, it can be used as very good fertilizer in fields and gardens.
Instead of being something we dislike as being useless, waste can be put to use to make living easier and more enjoyable.
6

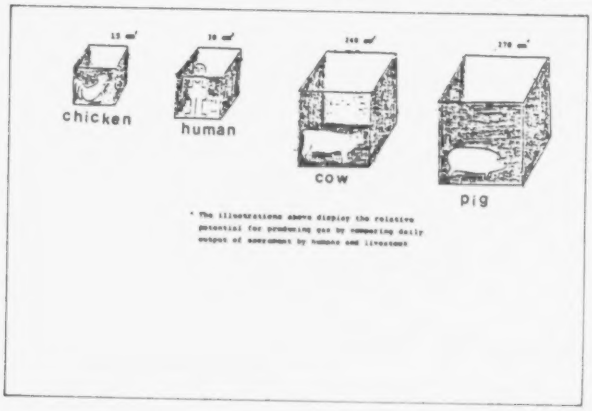

Let's make a methane gas facility
Not only can small-scale methane gas facilities be made at individual homes, but a large, more efficient facility can be built by the cooperative efforts of the village people. Once it is built, the methane gas facility can be used for many years with almost no maintenance cost.
With such a facility, built by the cooperative efforts of the village people, the living environment of the village as a whole can be improved.
7

67
BEST COPY AVAILABLE






The village's methane gas facility has been completed. The human and animal wastes that we formerly thought of only as filthy now serves us as a useful fuel.
Methane gas facility
11



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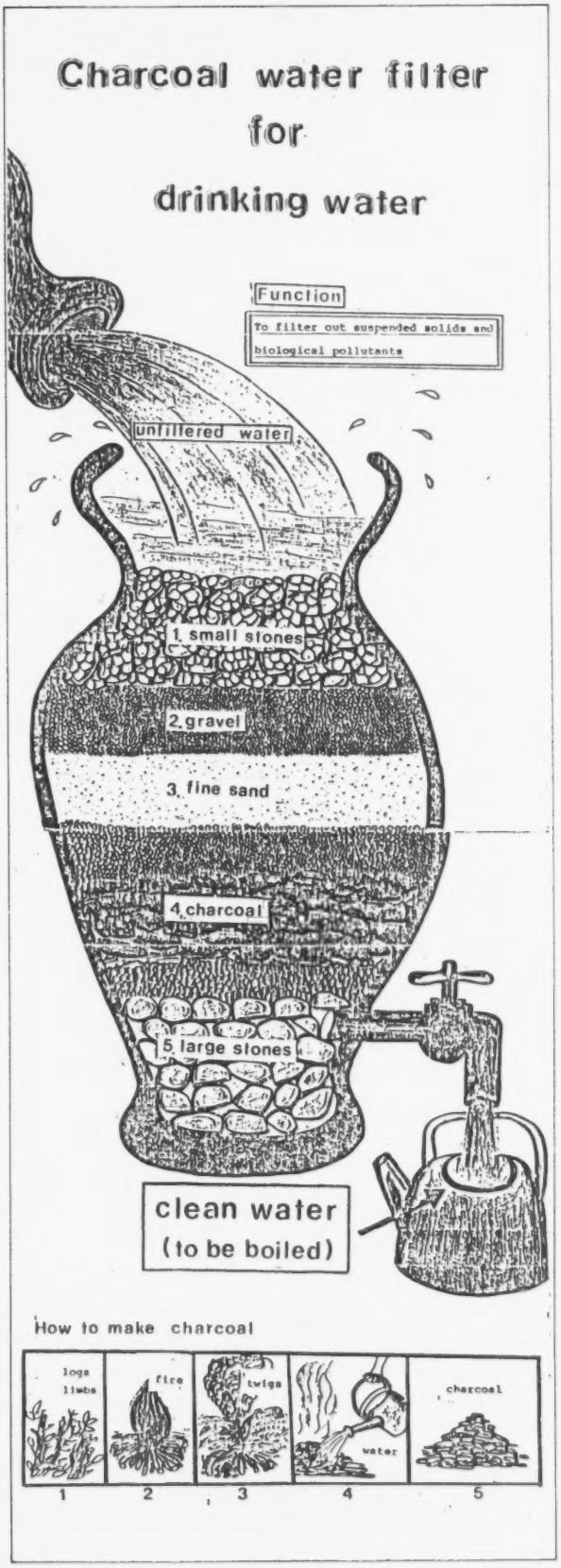
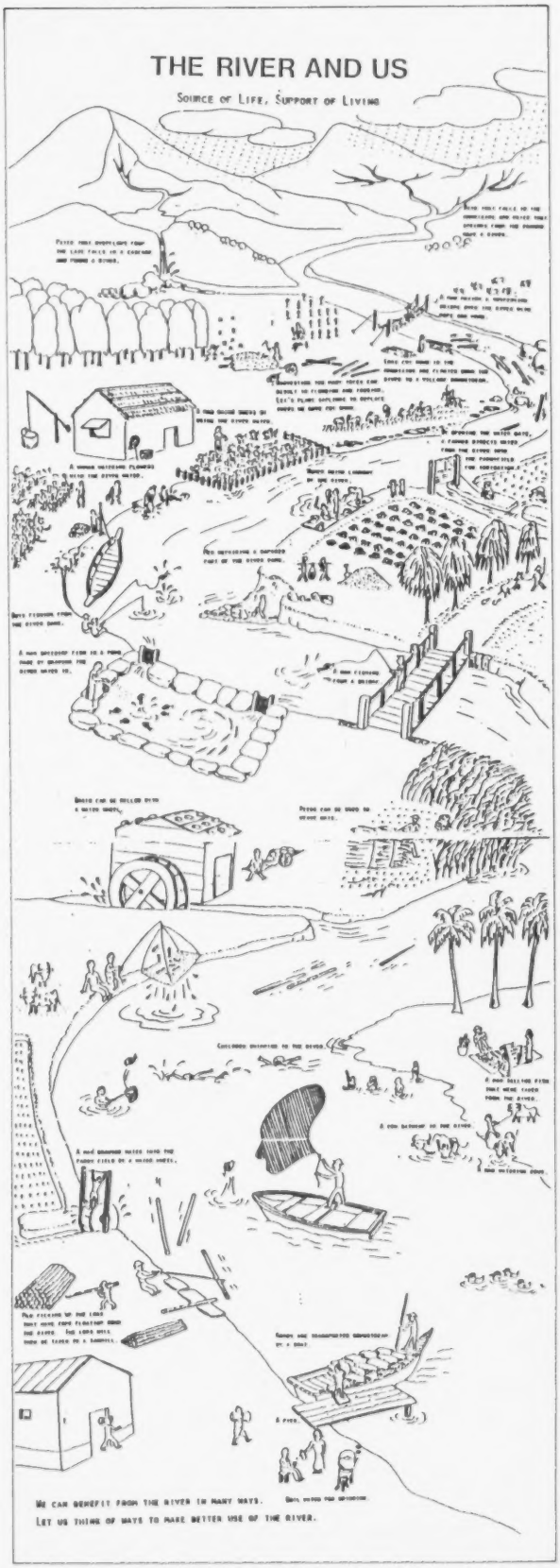
2-a. Charcoal Water Filter for Drinking Water



2-b. The River and Us – Source of Life, Support of Lining


THE RIVER AND US
Source of Life, Support of Living
We can benefit from the river in many ways.
Let us think of ways to make better use of the river.

BEST COPY AVAILABLE

IF YOU HAVE SUCH
TROUBLE WITH
YOUR HEALTH

A BALANCED DIET
THREE BASIC FOOD GROUPS

6. Balanced Diet for Healthy Life (Educational Kit No. 2)

– Summary of Contents –

1. Prologue (Health, Meals, Nutrition)
   1) Health and Meals.
   2) Meals and Nutrition
   3) Nutrition and Health
      (Example: night blindness caused by lack of vitamine A → in danger of losing eyesight)
2. Foods and Balanced Nutrition (three essential elements of nutrition)
   1) "Body-Building Foods" (protein, calcium) diseases caused by lack of them
   2) "Regulating Foods" (vitamines) diseases caused by lack of them
   3) "Energy Foods" (carbohydrates) diseases caused by lack of them
3. Steps to Ensure Balanced Nutrition on a Village Level
   1) Home Gardening
   2) Fish Farming
   3) Chicken Raising, etc.
4. Measures to Provide Nutritionally Balanced Meals in the Asian Region
   1) Measures to preserve and store foods.
      (to take a balanced diet in all seasons)
   2) Measures to cook and prepare food
      (presentation of nutritionally balanced meals among daily cuisine of Asian countries).
5. Epilogue

BALANCED DIET FOR HEALTHY LIFE

Slide No.	Narration
1.	BALANCED DIET FOR HEALTHY LIFE.
2.	PROLOGUE (Health, Meals, Nutrition). In order that people can live happily and work heartily, being healthy is most important.
3.	When we eat food, out bodies extracts from the food necessary nutrition, which helps our bodies to grow and gives us the energy to move and work.
4.	To make healthy living possible, it is necessary to carefully consider the importance of meals in our lives.
5.	In different types of food are different nutrients, each of which is important in helping us lead healthy lives.
6.	Therefore, it is essential that we eat a variety of foods to maintain a balanced diet includeng all important nutrition.
7.	Even though we may have no other health problems, if foods containing certain nutrients are not eaten by us for months we will lose energy and can easily become ill.
8.	Furthermore, lack of certain essential nutrients can be the cause of serious illness.
9.	This young boy since a few months ago has been low-spirited, and cannot see well at night.
10.	He has bumped into the chair inside his house, falling and injuring himself. He dislikes vegetables and, even though he eats together with the family, he eats only rice, beans, and meat, and almost no vegetables.
11.	If vegetables are not eaten, the nutrient vitamin A in vegetables in not gained and vision at night is lost. This is called night blindness. What a problem! In this condition vision can be lost completely.
12.	This illness can be prevented by eating vegetables every day.
13.	As we can realize, the nutrients contained in each kind of food are closely related to the health of our bodies.
14.	Let's examine the various kinds of foods around us and think about what nutrients are necessary in keeping the nutritional balance we need for healthy living.
15.	FOODS AND BALANCED NUTRITION
16.	We can divide the foods we eat into three groups according to the functions of nutrients contained in them. These groups are Body-Building Foods, Regulating Foods, and Energy Foods.
17.	First of all, "body-building foods" are foods that contain protein and calcium required to make strong blood, muscle, bones, etc. that for the body.
18.	Protein is contained in primarily, eggs, soybeans, meat, and fish. When enough foods containing protein are not eaten, the body tires easily and can swell.
19.	Calcium is contained in, primarily, milk and other dairy products and small dried fish. Calcium builds bones and teeth, so lack of calcium stunts growth and allows teeth to decay easily.
20.	"Body-building foods" contain the protein and calcium needed to build up our bodies. Let's be sure to include this type of food in out diet daily.
21.	"Regulating foods" contain vitamins essential to keep the body in good operating condition. This group of foods includes vegetables and fruits.
22.	These foods can be further divided into two groups according to thier respective nutrients and their functions.

Slide No.	Narration
23.	Relatively deep-coloured vegetables such as spinach, carrots pumkin, bell pepper, and leeks contain vitamins A and B.
24.	A lack of vitamin A causes night blindness, and can even cause total blindness.
25.	A lack of vitamin B can cause swellings, heart damage, and inflammation of the tongue and mouth area.
26.	Eye diseases such as conjunctivities (pinkeye) and keratitis can also occur.
27.	To avoid problems like these, be sure to eat plenty of colourful vegetables to get enough of the vitamins A and B.
28.	Vegetables of lighter colours, such as cucumber, eggplant, cabbage, chinese cabbage, radish, onion, as well as fruits including mango, papaya, banana, and others contain much vitamin C.
29.	If enough vitamin C is not received by the body for two or three months, injuries do not seem to heal well.
30.	After five months, pores of the skin enlarge, and the gums swell and bleed. This disease, called scurvy, is dangerous because bleeding cannot be stopped.
31.	This disease can be avoided by eating enough vegetables and fruits containing vitamin C.
32.	"Regulating foods" – vegetables and fruits- must be eaten regularly to keep our bodies free from serious damage. When preparing daily meals, it is important that we are careful to include plenty of vegetables and fruits.
33.	The third group of foods, "energy foods", include the nutrients carbohydrates and fats which maitain body temperature and are sources of energy to our bodies.
34.	Carbohydrates in large amounts are contained in rice and other grains, noodles, bread, potatoes, sugar, etc. If enough foods containing carbohydrates are not eaten, the body becomes thin and weak.
35.	Much fat is found in butter, cream, cooking oil, etc. If too much fat is taken the body becomes fat, and if not enough fat is taken, it is easy to catch cold and become low-spirited.
36.	It is especially important to get plenty of carbohydrates and fats from "energy foods" if you are working hard or long.
37.	Well, we've learned that foods around us can be classified into the three groups "body-building foods", "regulating foods", and "energy foods".
38.	If any of these three are lacking in our diet, we cannot stay healthy.
39.	If you cannot find the reason for being low-spirited or being quick to catch cold, stop and think about your diet. Are any of the three groups of foods lacking in your meals?
40.	Let's take care to prepare meals containing all three groups of nutrients.
41.	STEPS TO GET BALANCED NUTRITION IN VILLAGE
42.	We can say that a number of measures should be taken daily to ensure that we have a balanced diet.
43.	Home Gardening For example, if there is any unused ground around your house, you can grow both types of vegetables for use in your house.
44.	By using these vegetables in your daily meals, your diet will be enriched by a variety of foods, and you can avoid vitamin lack in your diet.
45.	Vegetables may contain parasites, so be sure to wash them carefully before cooking. It is safest to boil or stew vegetables.
46.	Fish Farming If you get together with neighbours and dig a pond, filling it with water from a river, you can raise fish to have a handy source of protein and calcium.
47.	Fish can be prepared in a variety of ways, such as baking or boiling.
48.	When many fish are taken, some can be dried or salted for future use.
49.	Chicken raising. Chickens can be raised for meat and eggs.
50.	Chicken eggs, containing various types of nutrition, are a good health food. They can be prepared in many ways. Babies and sick people can eat eggs safely.
51.	MEASURES TO PROVIDE NUTRITIONALLY BALANCED MEALS IN THE ASIAN REGION
52.	Our food all come from nature. Depending on the season, some foods are easy to get, and others are difficult to get, and because of this the content of our meals canages.
53.	Therefore, it is good to preserve and store foods taken in a certain season to be able to eat these foods in all seasons.
54.	To allow us to have a nutritionally balanced diet, we can develop various ways of cooking and preparing food.
55.	EPILOGUE We have learned that a nutritionally balanced diet is very important in maintaining healthy and happy living.
55.	Let's be sure to get a proper balance of "body-building foods", "regulating foods", and "energy foods" in our daily diets, taking the necessary steps to ensure that we can guard our health for better living.
56.	THE END.

CHAPTER III

PLANNING OF NATIONAL FOLLOW-UP ACTIVITIES

* National Follow-up Activity Plans Prepared by National Teams of the Participants in the Workshop.

Introduction

One of the objectives of the workshop was to prepare plans of follow-up activities by each country's team to further apply the results of this regional workshop in each country. Followings are the national follow-up activity plans presented by the respective teams in the workshop.

National Fllow-up Activity Plans Prepared by National Teams of the Participants in the Workshop

1. BANGLADESH

Proposal for the Production of AJP Material

1. Title: *Bamboo Handicrafts for Additional Income*

2. Estimated number of copies: 5,000 copies

3. Adaptation and Adoption:
   A booklet on the basis of AJP material titled *Bamboo Handicrafts for Additional Income* will be developed in Bangladesh for neo-literates. The book will be prepared in the rural context suitable for villagers and neo-literates with special emphasis on environment and cultural atmosphere.

4. Responsible Agency and Person:
   a. Organization
      Village Education Resource Centre (Former receipient of honour mention (Iraq) prize of UNESCO literacy award 1983)

   b. Mr. Shikh A. Habin
      Executive Director, VERC

5. Assistance sought: For ACCU assistance

6. Time frame: Commencement – November, 1984
   Conclusion – February, 1985

7. Description of booklet:
   Size – 7″ x 10″
   No. of pages – 12
   Printing Process – Offset
   Colour – Cover – 2 Colours
   Body – 1 Colour
   Binding – Staple/Stitching

8. Budget:

Writer/Translator/Editor	Taka 3,000.00
Illustrator	Taka 2,000.00
Paper	
Printing	20,000.00
Binding	
Total	Taka 25,000 = US$ 1,000.00

9. Utilization of the booklet:
   The booklet will be used and distributed free of cost and to out-of-school children, adult neo-literates, women cooperatives, non-formal education programme with a view to increase villages income and creating a reading habit.

2. CHINA

National Follow-up Programme on Neo-Literate Materials Production

1. Background Information

1) The rural areas in China are now in a period of historical change. The popularization of the production system of responsibility in agriculture has brought about the liberation of productive forces and the development of commodity production. This has resulted in the upsurge of the enthusiasm of the peasants learning culture and science. What the peasants are thinking now is how to become rich by hardworking; what they are lacking for is culture and what they need is science and technology. The present rural education has formed a peasant education system of combining popularization with the raising of standards, in multi-grades and many and various forms.

2) To eliminate illiteracy is still an urgent task at present. The absolute number of illiterates and semi-illiterates is still great, although the percentrage of illiteracy dropped from 80% before 1949 to 23% in 1982. To wipe out illiterates has become more difficult, because the illiterates, mostly women, are scattered among national

minorities or in remote areas.

3) Among the 400 million young and midele-aged peasants, 120 million have reached the junior middle school level and beyond; 80 million are illiterates or semi-illiterates. Near 200 million are on different neo-literacy levels, who need to consolidate and advance their literacy level education for them mainly takes the form of spare-time peasant elementary schools.

4) The national textbooks of Chinese language and arithmetic for spare-time peasant elementary schools are under revision. They will be published next year. But compared with many countries in Asia and the Pacific, the teaching materials for the neo-literates are fewer in kinds and types, and the forms are monotonous or dull. And owing to financial difficulties and under-developed technology of printing, it is hard for the local institutions to produce good quality teaching materials for neo-literates in large quantity.

2. Objective

The main objective of national follow-up programme is to produce prototype and multi-media teaching materials for the neo-literates. The second objective is to train the literacy personnel, facilitators or teachers with the ability to make better use of the neo-literacy teaching materials.

3. Strategy

1) A workshop will be held on the further development of neo-literacy materials (including the use of AJP materials). The participants are mainly literacy personnel directly involved in material production, such as writers, illustrators, designers, and editors, etc.

2) Training courses will be carried out on various levels, especially in local areas, following the production of the teaching materials.

4. Time and Duration

The workshop is supposed to be held in January, 1985 and its duration will be 12 working days. 20–30 participants will attend the workshop.

5. Content Areas

1) Analysing situations and needs for neo-literate material production by way of sharing experience and introducing materials developed by other countries in this region.

2) Identifying target groups in rural areas, their common needs and problems,

3) Identifying themes and subject areas,

4) Kinds of materials, forms of media, types of printed materials and their formats.

5) Utilization of AJP materials, such as "Water Filter", "Making Compost" and "Let Us Be Safe from Electricity Dangers", etc.

6. Procedures

Following "The Guide Book for Preparation and Production of Materials for Neo-literates", the main procedures consist of the following phases: a. preparatory, b. training, c. developing materials, d. trying out, e. finalization and f. follow-up activities.

3. INDIA

Outline of National Follow-up Activity (Production of AJP Material)

Titles of the Materials;

a) Printed Book Material – *Use of Gas from Daily Wastes.*
b) Printed Non-book Material – Filtration, The River and Us

Estimated number of copies of each type; 2,500 copies of each type.

Total –5,000 copies

How the materials will be adapted and adopted;

Both the materials will be very suitable for use by the neo-literates in adult literacy centers, learners in post-literacy stages, and the literates with limited reading skills who are found in large numbers in each rural community. They will be translated into Bengali and can also be used by the Bengali neo-literates in the neighboring states of Bihar, Tripura, and Assam. We propose to make certain alternations to make them more relevant to the field situations. Similarly, there will be some alternations in the illustrations.

Both the translations and adaptations will be done by our staff writers. The illustrations will also be done by our staff artists. Before they are finally printed they will be pre-tested in the field. Certain changes, if found

necessary, will be incorporated in the final edition. Both the government and the voluntary post-literacy centers will use the materials.

Responsible agency and person;

Agency; Bengal Social Service League, which has been in the field of adult education since 1915. It is considered a major agency for adult education on the country and was given the status of a "State Resource Centre for Adult Education" by the Government of India in 1978. It was given the Unesco Krupskaya Honorable Mention Award in 1974 in recognition of its outstanding work in adult education.

Responsible Person; Satyen Maitra, honorary Secretary of the Bengal Social Service League and winner of the Nehru Literacy National Award in 1972. He is now a member of the Steering Group for Educators of the Planning Commission, Government of India.

Assistance sought from ACCU;

a) Financial – US$1,000
b) Materials –

Time frame of the program; End of February, 1985

S.N. Maitra
Honorary Secretary, Bengal Social
Service League
Honorary Director, State Resource Centre for
Adult Education, W. Bengal
1/6 Raja Dinendrast.
Calcutta 700009
India

4. INDONESIA

Plan of Follow-up Activities on Neo-literate Materials in Indonesia

A. PRODUCTION OF AJP MATERIALS

I. Introduction

Programme of Kejar Package A in Indonesia needs a lot of supplementary materials to supplement booklets Package A from A_1 to A_{100} and to fulfill local needs of the people:

Supplementary materials of Package A could be in form of booklet, leaflet, folder, poster, flipchart, learning games, photonovella, comic, cassette, slide-tape, film etc. Themes of the supplementary materials could be motivational, instructional, discussion starter, and/or problems finding.

AJP materials appear very helpful and very effective as supplementary materials of Kejar Package A.

On fiscal year 1985/1986, Non-Formal Education World Bank Loan Assisted Project will produce AJP adopted materials consisting of:

1. Tree Planting (poster)
2. Sanitation (poster)
3. Building Up A Happy Community (Sugoroku Game)
4. *The Life of Water* (booklet)
5. *Raising Chickens* (booklet)

for 5,000 copies of each title: All together will be 25,000 copies and will be sent to all learning Centers of Non-Formal Education throughout Indonesia and relevant agencies both in national level and provincial level.

The total of 25,000 copies are not enough, especially we still need for learning groups in the labsite of National Learning Activities Center both in Jakarta and in Jayagiri and in the labsite of Learning Centres (200 learning courses) through out the country.

II. Objective

To produce 5 titles of AJP materials as additional to production under Non-Formal Education World Bank Assisted Project.

III. Production of AJP Materials

1. Title of the materials:

   a) Tree Planting (poster)
   b) Sanitation (poster)
   c) Building Up A Happy Community (Sugoroku game)
   d) *The Life of Water* (booklet)
   e) *Raising Chickens* (booklet)

2. Estimated number of copies of each title

   1,000 copies for each title = 5,000 copies all together.

3. How the materials will be adapted and adopted

   Those materials have been already translated, tested

and modified.

4. Responsible agency and responsible person

Agency:

Learning Activities Development Center (BPKB) Jayagiri Lembang, Bandung under Directorate General of Non-Formal Education, Youth and Sports, Ministry of Education and Culture.

Person:

Mr. Maman Suherman (Director), Mr. Suharto (Head of Learning Materials Division).

5. Assistance sought for ACCU/ROEAP

   a) Financial:
      A amount of US$2,000 for printing and distribution
   b) Technical (Experts service): none
   c) Materials
      We need to borrow positive films of illustraions.

6. Time frame of the programme

   a) Receive the fund approx. first of December 1984
   b) Printing and distribution, December 1984 to Feburary 1985
   c) Submit the report to ACCU on March 7, 1985

B. NATIONAL TRAINING WORKSHOP

I. Introduction

There are 4 bodies under Directorate General of Non-Formal Education, Youth, and Sports involved directly in producing neo-literate materials for supplementary Package A. The 4 bodies are:

   a) Directorate of Community Education
   b) Directorate of Development of NFE Staff and Field-Workers
   c) BPKB Kebou Jerule, Jakarta
   d) BPKB Jayagiri, Lembang, Bandung

It is needful very much for the time being to improve ability of the staff of the 4 bodies especially those who are in charge in development and production of neo-literate materials.

II. Objectives and contents of the training

1. Objectives:

   a) To train the staff of the 4 bodies who are in charge in development and production of neo-literate materials in order to improve their abilities in developing and producing neo-literate materials.
   b) To produce some materials during the training workshop to be utilized as supplementary materials for Kejar Package A Programme.

2. Contents

(Chapter by Chapter in the Draft of Guidebook of Production of Neo-Literate Materials.)

3. Number of participants

   a) Directorate of Community Education, 2 persons
   b) Directorate of Development of NFE Staff and Field-Workers, 2 persons
   c) BPKB Kebou Jerule, Jakarta, 4 persons
   d) BPKB Jayagiri, Lembang, Bundung, 7 persons.
      Total 15 persons.

4. Venue and date

Venue: BPKB Jayagiri, Lembang, Bundung
Date: 15–25 January 1985

III. Tentative Programme of the Workshop

1. Preparation stage

   a) Designing training curriculum
   b) Preparing materials needed
   c) Formation of O.C. and S.C.
   d) Confirmation of Director General of NFE, Youth and Sports.

2. Implementation stage

   a) Invitation to participants
   b) Opening
   c) In-class Training (Discussion of Draft of Guidebook) Chapter by Chapter
   d) Field-survey
   e) Producing materials (in-class activities)
   f) Field-testing
   g) Revision

3. Evaluation of the training workshop process and results

4. Training methodologies

   a) Direction
   b) Lecture and discussion on the Draft of Guide book
   c) Brain-storming
   d) Assignments
   e) Field-work

5. Training materials

a) Translated Draft of Guidebook
b) Papers
c) Illustration tools
d) Slide-film
e) Blank cassettes
f) Black and white film

V. Assistance Sought from ACCU/ROEAP

1. Financial

a) Participants per diem
15 (persons) x 10 (days) x R_p 15,000 = R_p 2,250,000
b) Transport Jakarta – Bandung for participants from Jakarta 8 (persons) x R_p 15,000 = R_p 120,000
c) Local transportation to field
15 (persons) x 2 x 2,500 = R_p = 75,000
d) Materials, R_p 250,000
e) Trainers, 2 persons, R_p 305,000

Total R_p 3,000,000
Equal to US$ 3,000

2. Technical (Experts service)

We need 2 experts, 1 person from UNESCO/ROEAP and one person from ACCU

Chiang Mai, 11 October 1984
Participants from Indonesia
1. Mr. Maman Suherman
2. Mr. Suharto

5. MALAYSIA

Outline of the National Follow-up Activities

Production of AJP Materials

1. Title of the materials

a) Printed Book Materials
1) *Bamboo Handicrafts*
2) *The Life of Water*
3) *Body's Food*

b) Printed Non Book Materials
1) Sanitation
2) Eveyone's Water – How should we use it –
3) Home Gardening
4) Filtration

c) Electric Media Materials
1) Water in Every Life

d) Games and Others
1) Building Up A Happy Community sugoroku

2. Estimated number of copies of each type

a) Printed Book Materials
1) *Bamboo Handicrafts* 500 copies
2) *The Life of Water* 500 copies
3) *Bady's Food* 500 copies

b) Printed Non Book Materials
1) Sanitation 500 copies
2) Everyone's Water – How should we use it – 500 copies
3) Home Gardening 500 copies
4) Filtration 500 copies

c) Electric Media Materials
1) Water in Everyday Life 1 copy

d) Games and Others
1) Building Up A Happy Community Sugoroku 500 copies

3. How the materials will be adapted and adopted

It will be used through the literacy classes, and orientation training will be organized for the utilization to the teachers of literacy classes in the Department of Community Development. Most of these materials will be used in the states of Sabah and Sarawak, East Malaysia. Before it can be utilized in the literacy programme it will be adapted and adopted through the National Follow-up Workshop in the month of January 1985.

4. Responsible agency and responsible person

The responsible agency is the Community Development Division, Ministry of National and Rural Development, Malaysia, (KEMAS). The responsible person will be Mr. Yusolf Ramli, Director of Community Education and Mr. Azami Isamil, Assistant Director, Functional Literacy Programme.

5. Assistant Sought for ACCU/ROEAP

1. Financial:

a) Printing Cost of 3 Printed Books Materials at $1.50 x 1,500 copes = $2,250
b) Printing Cost of 5 posters @ $1.00 x 2,000

copies = $2,000

c) Printing of 1set of slide kit = $50

d) Materials (Positive film etc. documents)

1) Slide positive film script and the narration of the slide kit.

2) Document Guidelines in the Production of Neo-Literate Materials.

3) Prototype of neo-literate materials produced by ACCU from the 2nd Regional Workshop in Chiangmai.

6. Time Frame of the Programme

January 1985	– National Workshop
	– Materials adapted and adopted
February 1985	– Printing of the AJP materials
March 1985	– Orientation of teachers for utilization
May 1985	– Utilization of the AJP materials at national level and evaluation of the materials.
August 1985	– Complication of the evaluation
October 1985	– Results of the fundings published.

6. MALDIVES

1. Background

Since the launching of the Basic Education Program in 1980, the Maldives has made a great effort to eliminate illiteracy in the country. The program is functional literacy, imparting information and skills needed by the people for a better living. Remarkable success has been achieved due to the amount of the hard work put into it. The result is an increase in the number of neo-literates in the country. Although this number is increasing every year there is the familiar danger of their relapse into illiteracy unless a substantial amount of literacy materials are produced for them. Maldives has indeed tried very hard and it has been proved that the task is too heavy to shoulder on its own due to limited resources. The country's economy is still largely dependent on the small fishing industry. Therefore assistance is required to help the country to carry on with the production of literacy materials. As the ACCU assistance is limited, support may also be sought from Unesco. In light of the above information, the production of AJP materials proposed as a follow-up activity.

2. Title of the Materials

(a) *Raising chickens*
(b) *Better income for rural life*

3. Estimated number of copies

1500 copies for each booklet will be produced.

4. How the materials will be adapted and adopted

The drawings and the text may be slightly changed to suit the culture and, then, the materials will be translated into the Maldivian language (Dhivehi).

5. Responsible agency and responsible person

The Ministry of Education, Male, Maldives is the responsible agency and the responsible person is Mr, Abdulla Rasheed, the Senior Under-Secretary, Ministry of Education.

6. Assistance sought from ACCU/ROEAP

Financial assistance is sought to produce the materials.

7. Time of Program

The materials will be produced before the end of February, 1985.

7. NEPAL

National Follow-up Activities

Background:

Nepal's population is mass illiterate which is one of the main obstacles for development. The number of illiterates are increasing due to rapid population growth and high drop-out in primary education. Most of the villages constitute a non-literate environment. There are no books, newspapers nor journals available. Those who have been literate from formal schooling or non-formal literacy classes are going to relapse into illiteracy because they have no opportunity to use their newly gained literacy skills, which has proved to be a great

challange. So there is a high need to produce neo-literacy materials relevant to their daily life improvement.

In order to produce literacy follow-up materials this proposal is made by the participants as National Follow-up Activities of Second Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific, Chiangmai 3–12 October, 1984. The proposal is devided into two parts I) Production of Neo-Literacy Materials and II) National Training Workshop on Preparation of Neo-Literacy Materials.

I. Production of Asian Joint Production Materials (AJP)

The following AJP materials are selected for adaptation. The selection is based on the non-availability of materials in the country and relevant to rural situation. The materials will be translated into a national language and modified the text and illustration in context of Nepal. The materials (Book form and printed non-book form) will be produced 2000 (Two thousand) copies each. The materials will be distributed and used in Non-Formal Functional Litearcy classes.

Title of the materials:

1. *The Life of Water* – Printed Book Materials
2. Everyone's Water – Printed Non-Book
   How should use it Materials
3. Building up a Happy Community – Sugoroku game.
4. *Use of gas from daily wasts* – Booklet
5. Filtration of water – Poster
6. Water in Everyday Life (one copy only) – Slide Kit.

Responsible Agency and Responsible person: Ministry of Education and the Culture, Adult Education Division and Mr. Dil Bahadur Shrestha, Under Secretary, Adult Education Division respectively.

Budget Rs 51,000.00 (US $3,000.00)
Assistance from ACCU/ROEAP

a) Financial US $ 1,000.00
b) Materials – positive film, documents

Time frame: January 1985

II. National Training Workshop

In order to develop rural communities, the people, especially the neo-literates, should be given knowledge, skills, and information on agriculture, health, nutrition, population education, etc. to improve their life quality. In Nepal different development agencies have their sectoral program to reach to the villages with development messages. There is a lack of proper cooperation and coordination among them. There is also a lack of trained manpower to develop neo-literate materials. So a National Training Workshop is proposed.

Objectives;

1. To train the people who are involved to develop and produce neo-literate materials, especially for rural development by developing neo-literate materials in the workshop.
2. To promote cooperation and coordination among concerned agencies.
3. To find out ways and means to create the literate environment in rural villages.

Training Materials;

1. Guidebook for preparation and production of materials for neo-literates.
2. AJP/ACCU materials
3. Neo-literate materials developed in the country

Assistance from ACCU/ROEAP

1. Finance US $ 1,000
2. Technical Experts from ROEAP and one from ACCU
3. AJP/ACCU materials

Total Budget

Rs 34,000 (US $ 2,000)

Tentative Program for the Workshop

1st Day
- Inaugration
- Paper presentation on the need for neo-literate materials.
  1. Secretary, MUEC
  2. Expert from ROEAP/ACCU
  3. Regional Educational Director
  4. Chief, Curriculum Development Centre

2nd Day
- Discussion on Problems and Issues

3rd Day
- Guidelines for preparation of neo-literate materials
- Group formation

4th to 7th Day
- Group work for preparation of materials

8th Day
- Group work presentation

9th Day
- Finalization

10th Day
- Closing ceremony

8. PAPUA NEW GUINEA

Title of the Follow-up Plan: National Training Workshop

Introduction:

We have great pleasure in applying for the financial assistance that ACCU could give in organizing our national follow-up programme we propose to organize in Papua New Guinea.

With the limited amount requested it is extremely difficult to organize such workshop in Papua New Guinea, but we will try our best.

The costing involved is extremely high so we will try as much as we can to subsidise the cost involved.

Objectives

The objectives are in two parts

1. We will translate four (4) materials produced in this workshop. The materials will be two (2) AJP/ACCU materials and two (2) materials produced in Chiangmai Workshop. The selection will be done in consultation with the participants.

2. We will produce two (2) new materials of proposed workshop and field-test them. These will be neo-literate materials.

Content

The content of the materials will be selected on the basis of the needs identified.

Number of Participants:

We will limit the number of participants to five due to the cost involved. The partcipants will be four (4) literacy instructors; one (1) illustrator and two (2) resource persons. The resource persons will be ourselves, Waiko and Ruth Springs. We confidently feel that we can run the workshop.

Venue:

The venue will be Arawa Education Resource Centre in the North Solomons Province. Most of the participants will be from the North Solomon Province except for Kove Waiko who will come from the Southern Highlands Province.

Date:

The workshop will be run from January 7th to 18th 1985.

Tentative Programme:

December 1984:
17–31st Preparation – Communications and Correspondence

January 1985
2nd–5th Preparation by the resource persons

Monday 7th
– Arrival of participants and arranging accommodations

Tuesday 8th
– Introduction of aims and objectives of the workshop.
– Discussion on the theme and format(s) selected.
– Work out the procedures for development.

Sunday 13th
– Free

Monday 14th
– Developing prototype materials

Tuesday 15th
– Developing prototype materials

Wednesday 16th
– Field testing the material(s)

Thursday 17th
– Adjustments and changes.
– Discussion on the field testing
– Finalization

Friday 18th
– Report writing
– Final edition polished up
– Participants departure

Assistance sought from ACCU/ROEAP

Financial Assistance only

Provisional Budget

(a) Transport for one resource person (US$150 x 2) =	$300.00
(b) Food and accommodation for 6 x 11 x 11	721.00
(c) Transport hire for one day 1 x 43	43.00
(d) Village illustrators allowance	40.00
(e) Materials such as papers, ink, etc.	100.00
	$1,204.00
REQUEST FROM ACCU	$990.00
Balance to be met by our government =	US$214.00

Conclusion

With our request, we hope and trust that ACCU will help us kindly in making our suggested national follow-up programme possible to organize.

Through our UNESCO National Commission we could be reached at the following addresses.

Ms. Ruth Soevana Springgs
VTPs Co-ordinator
Education Division
Box 123, Arawa, NSP
Papua New Guinea

Mr. Kove Waiko
Project Officer Literacy
Extension Service Support Unit
District Service
P.O. Box 62
Mendi Southern Highlands Province

9. PHILIPPINES

I. Objectives and contents of the trainings:

1. To provide training experiences to participants from the 13 regions of the country in:

   a) developing neo-literate materials relevant to the needs of their communities
   b) producing neo-literate materials including design and illustrations
   c) adapting and field-testing materials produced under the Asian/Pacific Joint Production Program of Material for Neo-Literates in Rural Areas.

2. To produce local prototype neo-literacy materials relevant to the needs, problems and interests of the country's neo-literates.

3. To design regional follow-up programs for neo-literates.

II. Number of participants and their background:

Number: 26 participants
- 13 Regional Nonformal Education Supervisors, one from each region
- 13 Illustrators, one from each region

III. Name and date:

Venue: Teachers' Camp, Baguio City, Philippines
Date: February 4 to 14, 1985

IV. Tentative program of the workshop
(attached See p. 87, 88)

V. Faculty Members:

1. Dr. Remigio Romulo – Acting Director, Bureau of Continuing Education (BCE)

2. Dr. Loardy Sumagaysay – Acting Assistant Director, BCE

3. Mrs. Rufina P. Tan – Asst. Superintendent, BCE

4. Miss Alvenia Paluay – Educational Research, Bureau of Elementary Education

5. Mr. Lauro Bautists – Educ. Researcher, BCE

6. Mrs. Gloria Barrientos – Educ. Researcher, BCE

7. Miss Lourdee Arellero – Sr. Educ. Research, Population Education Unit, MECS

VI. Training materials

1. Guidebook for Preparation and Production of Materials for Neo-Literates ACCU – 30 copies

2. AJP neo-literate materials produced by the First and Second Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific.

3. Recording tapes, films, film slides, typing paper, mimeographing ink, pental pens, crayloa, poster paint.

VII. Assitance sought from ACCU/ROEAP

1. Financial – $1,000

2. Materials (documents)

a) Guidebook for the Preparation and Production of Material for Neo-Literates – ACCU.
b) AJP neo-literacy materials produced by the First and Second Regional Workshop on the Preparation of Literacy Follow-Up Materials in Asia and the Pacific.
c) Other documents ACCU/ROEAP can furnish us that would be useful/helpful to the workshop.

10. THAILAND

Poster Production Project for the Rural Water Filter System(Pot)

I. Rationale

The shortage of clean drinking water is a common problem in rural Thailand. This is because most of the villagers use water from natural sources for drinking purposes, such as ponds, swamps, brooks, rivers, canals, and wells. In effect, this practice has caused a number of related diseases. In fact, the villagers can purify the water quite easily by utilizing local products, such as jars or pots in making a water filtering system. The major obstacle, however, is the fact that they lack knowledge necessary to utilize their products in these surrondings. The villages where this project is to be started generally have a Village Reading Center, which is the center of most learning activities in the village. In view of this infra-structure, it would be appropriate if the poster aims to disseminate this technical know-how to the villagers. The poster will be made in such a way that it is not difficult to follow or visualize. It would be of suitable colors and practical. The Village Reading Center will be the major place for such information dissemination.

II. Purpose of the Project

The purpose of this project is to produce a poster on how to purify water by means of charcoal filtering and to disseminate this knowledge to the villagers through the network of Village Reading Centers.

III. Goal

To produce 5,000 posters adapted from ACCU's prototype, namely, "Water Filter Pot for the Villagers".

IV. Procedure

4.1 Adapt "Water Filter Pot for the Villagers" to the Thai situation.
4.2 Print 5,000 copies of the posters to Village Reading Centers.

V. Time

January–February 1985

VI. Responsible Organization

Department of Nonformal Education, Ministry of Education.

VII. Budget

US$1,000

VIII. Expected Outcome

8.1 5,000 "Water Filter Pot for the Villagers" posters printed and distributed to Village Reading Centers.
8.2 Rural people will be stimulated to make simple water filter systems by using local materials.
8.3 Villagers will have clean and hygienic water for drinking.

11. VIET NAM

National Follow-Up Activities Production of AJP Materials

I. Title of the materials:

1. The whole set of AJP materials produced in 1983.

2. "Use of gas from daily wastes", "Balance of diet" and "Filtration of water"

II. Estimated number of copies of each type. For the materials mentioned in:

item I_1 = 5 sets
item I_2 = 1,000 copies

III. How the materials will be adapted and adopted:

I_1 : for studies in the Center
I_2 : for translation and addition of information relevant to the locality.
for experimentation in the pilot-units.
So far the material "Balance of diet" is concerned it is already translated into Vietnamese, the production can be made in Japan and sent to us.

IV. Responsible agency and person

"Complementary Education Department" and "Research Committee for Complimentary Education Reform", Ministry of Education.

V. Assistance sought from ACCU/ROEAP in Materials:

1. Positive films and 2 slide projectors.

2. Printing paper for the materials mentioned in item I_2

3. Printing machines:

10 "Toshaban" printing machines and the quantity of stencil required for the printing mentioned above.

VI. Time frame of the programme:

School-year 1984–85.

* Outline for Preparation of National Follow-up Acitvity Plans (Information from ACCU)

ACCU is prepared to make, in co-operation with ROEAP, financial assistance to national follow-up activities planned and to be executed by participating countries. The projects to which financial assistance may be provided will be selected in accordance with the following guideline:

I. Eligible projects:

Among the national follow-up activity plans to be submitted by the country teams during the present Workshop, the projects which are planned and executed under the following two lines are eligible:

(1) Mass production for local use of the Asian/Pacific Joint Production Programme (AJP) materials so far developed, either with translation/modification or as they are.
(2) Organization of a national training workshop on the preparation of literacy follow-up materials, where the AJP materials, including "Guidebook", are used as a part of working documents.

II. Amount of assistance:

A maximum of US$1,000 per project and per country. In addition, in the case of I. (1) above, ACCU will, upon request, lend out free of charge the positive films of illustrations for printing.

III. Selection and endorsement:

(1) After the present Workshop, ACCU will, in consultation with ROEAP, make a selection of the recipients.
(2) ACCU will then obtain endorsement from the National Commissions for Unesco concerned and conclude contract with the Commissions for execution of the projects.

IV. Schedule of execution:

– Notification to the recipients:
mid-November 1984
– Completion of selected projects:
end of February 1985

– Submission of report to ACCU:
15 March 1985

V. Contents of national follow-up activity

(1) Production of AJP Materials

1. Title of the materials
2. Estimated number of copies of each type
3. How the materials will be adapted and adopted
4. Responsible agency and responsible person
5. Assistance sought for ACCU/ROEAP
   a) Financial
   b) Technical (Experts service)
   c) Materials (positive film etc., documents).
6. Time frame of the programme

(2) National Training Workshop

1. Objectives and contents of the training.
2. Number of participants and their background
3. Venue and date
4. Tentative programme of the Workshop
5. Faculty member
6. Training materials
7. Assistance sought from ACCU/ROEAP
   a) Financial
   b) Technical (Experts service)
   c) Materials (documents)

NATIONAL WORKSHOP ON THE PREPARATION OF LITERACY MATERIALS – MARCH 18–30, 1985

Teacher's Camp, Baguio City

Annex

DAY/TIME	MONDAY, March 18	TUESDAY, March 19	WEDNESDAY, March 20	THURSDAY, March 21	FRIDAY, March 22	SATURDAY, March 23	SUNDAY, March 24
8:00–10:00	Registration Opening Program	General Session Presentation and Discussions: Theme and Topic Selection	Field visit to nearby barrios for assessment.	Progress Report and Clearing House of Ideas–Workshop	Progress Report and Clearing House of Ideas–Workshop	Field test of AJP materials and the newly developed materials in the nearby barrios	FREE
10:00–10:30	COFFEE BREAK						
10:30–12:00	* Orientation on Workshop Procedures * Election of Officers	* Format Selection * Content Planning * Illustration	Field Visit continued . . .	Group Work . . .	Group Work . . .		
12:00–13:30	LUNCH BREAK						
13:30–15:00	General Session Presentation and Discussion * Need for Literacy & Neo-literacy Materials.	* Stages and Steps for Producing Literacy Materials (1)	Field Visit continued . . .	Group Work . . .	Group Work . . .		Group discussions on the result of the field testing
15:00–15:30	COFFEE BREAK						
15:30–17:00	* Basic Principles of Literacy & Neo-Literacy Mat. Dev. * Stages for developing Literacy & Neo-Literacy Materials	Stages and Steps for Producing Literacy Materials (designing lay-out, etc. . .)	Meeting & Discussion on field visit.	Group Work . . .	Group Work . . .		
17:00–19:00	DINNER						
19:00–22:00	Steering Committee Meeting	Steering Committee Meeting	Socials		Group Work . . .	FREE	FREE

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DAY/TIME	MONDAY, March 15	TUESDAY, March 26	WEDNESDAY, March 27	THURSDAY, March 28	FRIDAY, March 29	SATURDAY, March 30
8:00–10:00	Progress General Sessions:	Report & Cleaning House Group Work . . .	Report & Clearing House Group Work Planning	Plenary Session Presentation of Draft Report	Plenary Session Presentation of Draft Report	CLOSING PROGRAM
10:00–10:30	COFFEE BREAK					
10:30–12:00	Group reports on the result of the field test	Revision/Modification of newly developed materials	On Regional Follow-up Programs.	Workshop	Workshop Report	continued
12:00–13:30	LUNCH BREAK					
13:30–15:00	Group Work Revision/ Modification of AJP Materials	Literacy Materials Revision/Modification	Continuation . . .	Workshop	Reaction/Adoption of Workshop Report	
15:00–15:30	COFFEE BREAK					
15:30–17:00	Group Work Revision/ Modification of AJP Materials	Continued . . .	Plenary Session Presentation of Reg'l. Follow-up Program.	Workshop	continued	HOME
17:00–19:00	DINNER					
19:00–22:00	AVP Materials	Continued . . .	FREE	Group Work	Socials	

ANNEX AND APPENDIX

ANNEX

I. General Information
II. Schedule of the workshop
III. List of Participants
IV. Summary of the Country Reports Presented by the Participants in the Workshop

APPENDIX

I. Statement by H.E. Mr. Chuan Leekpai
Minister of Education, Thailand
II. Statement by Dr. Kowit Vorapipatana, Director-General
Department of Non-formal Education
III. Welcoming Address by Mr. Aram Iam-arun
Deputy Governer of Chiangmai Province
IV. Statement by Dr. Saiyud Champatong, Secretary-General
Thailand National Commission for Unesco
V. Statement by Prof. Naotoshi Fukui, Director-General
Asian Cultural Centre for Unesco (ACCU)
VI. Statement by Mr. A. Chiba, Deputy-Director
Unesco Regional Office for Education in Asia and the Pacific (ROEAP)
VII. Keynote Speech by Mr. Sman Sangmahli, Permanent Secretary
Minister of Education, Thailand

ANNEX I GENERAL INFORMATION

The Asian Cultural Centre for Unesco (ACCU) will organize, jointly with the Ministry of Education of Thailand, through its Department of Non-formal Education, a Second Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific, in collaboration with the Unesco Regional Office for Education in Asia and the Pacific (ROEAP) and with the co-operation of the Thailand National Commission for Unesco and the Japanese National Commission for Unesco.

Time and place

1. The Workshop will take place in Chiangmai, Thailand, from Wednesday 3 to Friday 12 October 1984.

Objectives of the Workshop

2. The objectives of the Workshop will be to provide training experiences to participants from Unesco Member States in the region in:
   (a) developing neo-literate materials relevant to the needs of the rural people.
   (b) the production of neo-literate materials, including design and illustration.
   (c) the distribution and utilization of neo-literate materials.

   The Workshop is also to:
   (d) adapt and field-test the materials produced in the course of the Workshop by the participants and produced under the Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP).
   (e) design national follow-up programmes.
   (f) finalize the manuscripts (texts and illustrations) for a guidebook for the production of materials for neo-literates.

Participation

3. Two participants will be invited from each of the following 12 countries: Bangladesh, China, India, Indonesia, Malaysia, Maldives, Nepal, Pakistan, Papua New Guinea, Philippines, Viet Nam and Thailand.

   The participants from each country should be those involved in developing materials for neo-literates, one of them being majoring in planning and editing of materials while the other in illustration, drawing or otherwise producing them.

Resource persons

4. There will be several resource persons to present technical papers and to guide the participants. Some of them will be assigned from among the participants while others will be invited from outside.

Unesco Representatives

5. Unesco will send representatives from ROEAP.

Observers

6. (a) UNICEF (United Nations Children's Fund): The UNICEF Office of the Director for East Asia and Pakistan (Bangkok) and respective UNICEF Office in participating countries will be asked to send one observer each at their own cost.
   (b) Also, IRA (International Reading Association) will be asked to send observers at its own cost.

   The observers will participate in the work of the Workshop.

Phases

7. The Workshop has four phases.
   (a) Preparatory phase. Under this phase, the participants are expected to collect before attending the Workshop, and submit at the time of registration, samples, with short information note in English, of neo-literate materials prepared in their countries and proved successful when applied in their programme. Also, they should prepare, for submission, a brief country report on the neo-literate materials production programme in their countries.
   (b) Workshop phase. Under this phase, discussion will be held on the national experiences in developing neo-literate materials as follow-up of 1983 Regional Workshop and in utilizing AJP materials, and on the method of developing literacy follow-up materials relevant to the needs in rural community. Some prototype materials will be developed by the participants following the method discussed in the Workshop. The participants will examine some materials prepared under the Asian/Pacific Joint Production Programme, and develop a process of adapting them to meet their needs in their respective countries.
   (c) Field work phase. Under this phase, the participants will field test the materials developed during the Workshop and the materials developed under the Asian/Pacific Joint Production Programme.
   (d) Follow-up phase. Under this phase, the participants will conduct national follow-up programme in their countries on their return.

A draft national follow-up programme (on production and utilization of neo-literate materials including AJP materials and/or on training course) will be developed by country teams of participants during the Workshop.

Programme

8. For programme, see "Tentative Programme".

Working language

9. The working language of the Workshop will be English. All the documents will be prepared in English. However, for the sake of field testing, selected materials will be translated into Thai.

Financial arrangements

10. Travel: ACCU will provide each participant and resource person with a direct economy class return air ticket between the airport nearest to his/her residence and Chiangmai.

11. Daily subsistence allowance: ACCU will provide each participant and resource person with daily subsistence allowance from Tuesday 2 to Friday 12 October 1984.

12. All the correspondences concerning the Workshop should be addressed to:
Mr. Naotoshi Fukui
Director-General
Asian Cultural Centre for Unesco
6, Fukuromachi, Shinjuku-ku, Tokyo
162 JAPAN
Cable address: ASCULCENTRE TOKYO
Telephone: +81-3-269-4435

13. The address of the Workshop venue is:
Chiang-Inn Hotel
100, Chang Klan Road,
Chiangmai 50000
Telephone: (053) 235-655

ANNEX II SCHEDULE OF THE WORKSHOP

3 October (Wed.) – 1st day

8:30 – 9:30	Registration
10:00 – 10:30	Inaugural Session – Statement by Director-General of the Department of Non-Formal Education – Welcoming Address by the Deputy Governor of Chiang Mai Province – Statement by the Deputy Under Secretary of state for Education/Secretary General of Thailand National Commission for UNESCO – Statement by Director General of ACCU – Statement by Deputy Director of UNESCO/ROEAP – Inaugural Address by Minister of Education
10:30 – 11:00	Coffee Break
11:00 – 11:30	Keynote speech by the Parmanent Secretary, Ministry of Education, Thailand
11:30 – 12:00	General Session – Election of Office bearers (Chairman/Vice chairman/ Rapporteur) – Briefing about the Workshop activities by Mr. T.M. Sakya, ROEAP
12:00 – 13:30	Lunch
13:30 – 15:00	General session – Presentation of country reports
15:00 – 15:30	Coffee Break
15:30 – 17:00	General session – Presentation of country reports (continued)
17:30	Leave for Dinner hosted by Director-General, ACCU

4 October (Thur.) – 2nd day

8:30 – 12:00	General Session Presentation and discussion – "What are neo-literate materials?" (Draft Guidebook Chapter I)
10:00 – 10:20 (Coffee Break)	– "Date needed for development and production of neo-literate materials" (DG Chapter II)

– "Selection of theme and format of neo-literate materials" (DG Chapter III)

12:00 – 13:30 Lunch

13:30 – 20:00 Field Visit
– Establishment at Nong Lom Village
– Discussion on field visit

5 October (Fri.) –3rd day

8:30 – 12:00 General Session
Presentation and discussion
– "Procedure of developing neo-literate materials" (DG Chapter IV)

10:00 – 10:20 Coffee Break
– "Production of printed neo-literate materials" (DG Chapter V)
– "Administration, distribution and utilization of neo-literate materials" (DG Chapter VI)
– "Evaluation of neo-literate materials" (DG Chapter VII)

12:00 – 13:30 Lunch

13:30 – 15:30 General Session
Presentation and discussion:
– Adaptation of 1984 AJP materials

15:30 – 15:50 Coffee Break

15:50 – 17:00 General Session
– Formation of four working groups/Election of group chairmen and rapporteurs
a) printed book materials
b) printed non-book materials
c) electric media materials
d) games and other materials

– Briefing on the 4 villages

17:00 – 18:00 Supper

18:00 – 20:00 Group works
– Developing prototype materials

6 October (Sat.) –4th day

8:00 – 12:00 Group works
– Field visit to the 4 villages

12:00 – 13:30 Lunch

13:30 – 20:00 – Developing prototype materials (continued)
(Reconfirmation of return air tickets)

7 October (Sun.) –5th day

8:30 – 12:00 – Free/Chiangmai tour-optional

15:00 – Observation tour to Northern Region NFE Centre in Lampang, and Lampang cultural heritage

18:00 – Dinner hosted by DNFE

8 October (Mon.) –6th day

(Whole day) Group work
– Developing prototype materials (Finalization of draft materials)
– Selection of materials for field testing (Materials developed during workshop/ materials planned by 1984 planning meeting)

9 October (Tue.) –7th day

8:30 – 12:00 Group work
Preparation for field testing:
– Translation into Thai/production of xerox copies
– Preparation of instructor's manual
– Preparation of questionnaire tables

12:00 – 13:30 Lunch

13:30 – 17:00 General Session
– Presentation of group works

17:00 – 18:00 Supper

18:00 – 20:00 Group work (Continued)

10 October (Wed.) –8th day

8:30 – 12:00 Field testing of materials at 4 villages

12:00 – 13:30 Lunch

13:30 – 18:00 Field testing (Continued)

18:00 – 20:00 Group works
Discussion on field testing

11 October (Thurs.) –9th day

8:30 – 12:00 General Session
- Observation on the regional programmes for neo-literates by Mr. Raja Roy Singh, ROEAP
- Reporting of field testing by the groups

12:00 – 13:30 Lunch

13:30 – 17:00 General Session and country-team works
- Presentation on national follow-up activities by ROEAP/ACCU
- Preparation of national follow-up activity plans by the country teams

18:00 – 20:00 General Session
- Finalization of a "Guidebook for Preparation and Production of materials for neo-literates in Asia and the Pacific"

12 October (Fri.) –10th day

8:30 – 10:30 General Session
- Presentation of national follow-up activity plans by the country teams

10:30 – 12:00 Closing Session

ANNEX III LIST OF PARTICIPANTS

I. PARTICIPANTS

BANGLADESH

1. Mr. M.A. Qasem Sandwip (Resource person)
Co-ordinator,
Village Education Resource Centre,
Anandapur, Savar,
Dhaka

2. Mr. Mohiuddin Ahmed
Audio-Visual Artist,
National Institute of Educational Media and Technology (NIEMT)
Ministry of Education,
Dhaka

CHINA

1. Mr. Li Zepeng (Resource person)
Vice Chief,
Administration Division,
People's Education Press
Beijing

2. Mr. Wu Kuiying
Vice Chief,
Art Department,
People's Education Press
Beijing

INDIA

1. Mr. Satyen Maitra (Resource person)
Director,
State Resource Centre for Adult Education
West Bengal,
Bengal Social Service League
1/6, Raja Dinendra Street,
Calcutta-700 009

2. Mr. G. V. Bhakta Priya
Deputy Director
Directorate of Adult Education,
Block 10, JAMMAGAR HOUSE
New Delhi

INDONESIA

1. Mr. Maman Suherman (Resource person)
National Centre for Learning Activities,
Jayagiri, Lembang,
Bandung

2. Mr. Soeharto
National Centre for Learning Activities
Jayagiri, Lembang,
Bandung

MALAYSIA

1. Mr. Yusoff Ramli
Director of Research and Development
Community Development Division (KEMAS)
Ministry of National and Rural Development,
Jalan Mahameru,
Kuala Lumpur

2. Mr. Azmi Ismail
Deputy Director of Functional Literacy,

Community Development Division,
Ministry of National and Rural Development,
Jalan Mahameru,
Kuala Lumpur

MALDIVES

1. Mr. Moosa Ali
   Basic Education Centre,
   Ameeniyya School,
   Male'
2. Mr. Ahmed Anwar
   Ministry of Education
   Male'

NEPAL

1. Mr. Dil Bahadur Shrestha
   Under Secretary,
   Adult Education Division,
   Ministry of Education and Culture,
   Kaiser Mahal, Kantipath,
   Kathmandu
2. Mr. Sharad Ranjit
   Artist,
   Adult Education Division,
   Ministry of Education and Culture
   Kaiser Mahal, Kantipath
   Kathmandu

PAPUA NEW GUINEA

1. Mr. Kove Waiko
   Project Officer Literacy
   Extension Service Support Unit,
   District Service,
   P.O. Box 62
   Mendi Southern Highlands Province
2. Ms. Ruth Soavana Spriggs
   VTRs Co-ordinator,
   Education Division,
   Box 123, Arawa, NSP

PHILIPPINES

1. Mrs Rufina P. Tan
   Assistant Superintendant
   Bureau of Continuing Education,
   Ministry of Education, Culture and Sports,
   Manila
2. Miss Alvenia Palu-ay
   Education Research II
   Curriculum Development Division
   Bureau of Elementary Education
   Ministry of Education, Culture and Sports,
   Manila

THAILAND

1. Dr. Kowit Vorapipatana (Resource person)
   Director-General
   Department of Non-Formal Education,
   Ministry of Education,
   Bangkok, Thailand, 10300
2. Dr. Chareonpol Suvanachot
   Director of Non-Formal Education
   Development Division,
   Department of Non-Formal Education,
   Ministry of Education,
   Bangkok, Thailand, 10300
3. Dr. Tongyoo Kaewsaiha
   Director of Opeartions Division,
   Department of Non-Formal Education
   Ministry of Education,
   Bangkok, Thailand, 10300

VIET NAM

1. Mr. Pham Van Thang
   Specialist,
   Complementary Education Department
   Ministry of Education
   HANOI 194 Tran Quang Khai Street
   Vietnam
2. Mrs. Hothi The Tan
   Specialist,
   Complementary Education Department
   Ministry of Education
   HANOI 194 Tran Quang Khai Street
   Vietnam

II. OBSERVERS

International Reading Association (IRA)

Dr. Malee Nitsaisook
Planning Division,
Department of Teacher Education,
Ministry of Education
Bangkok
THAILAND

UNICEF/Dhaka

Mr. S. B. D. Sharma
Assistant Programme Officer/Education
UNICEF/Dhaka,
Bangladesh

UNICEF/East Asia and Pakistan Region Office

Miss Laeka Piya-Ajariya
Programme Officer,

Thailand Programme Office
UNICEF/East Asia and Pakistan Regional Office, Bangkok, Thailand, 10200

DNFE/Bangkok

Miss Waraporn Siriwon
Non-Formal Education Development Division
DNFE, Bangkok, Thailand, 10300

III. VISITOR

Mr. Koji Tezuka
Co-ordinator
Japan Sotoshu Relief Committee (JSRC)

IV. UNESCO/ROEAP

Mr. Raja Roy Singh
Assistant Director-General
UNESCO Regional Office for Education in Asia and the Pacific

Mr. Akihiro Chiba
Deputy Director,
UNESCO Regional Office for Education in Asia and the Pacific

Mr. T.M. Sakya
Educational Advisor
UNESCO/Regional Office for Education in Asia and the Pacific

V. SECRETARIAT

DEPARTMENT OF NON-FORMAL EDUCATION
Ministry of Education Bangkok, Thailand 10300

Miss Pensook Whangkaew
Director, Chiang Mai Provincial Centre for Non-Formal Education

Dr. Kasama Varavarn
Director of Planning and Research Division

Ms. Chanida Chanyapate
Head of Functional Literacy Project
Operations Division

Mr. Patrada Yomnak
Office of the Departmental Secretary

Mrs. Warunee Charupan
Head of Foreign Relations

Asian Cultural Centre for Unesco (ACCU)
6, Fukuromachi, Shinjuku-ku, Tokyo Japan

Prof. Naotoshi Fukui
Director-General

Mr. Taichi Sasaoka
Executive Director

Mr. Shinji Tajima
Section Chief,
Book Development Division

Mrs. Yoko Yokoe
Assistant Chief,
General Affairs Division

Miss Chizu Natori
Book Development Division

Miss Yoko Murata
General Affairs Division

Translators/Interpreters

1. Dr. Thawee Nakabutr
2. Mr. Suranant Supawannagit
3. Ms. Walaitat Worakul
4. Ms. Wisanee Siltrakul
5. Dr. Suchin Petcharak
6. Mr. Suvit Joongtrakulrat
7. Ms. Saruti Charayananda
8. Ms. Intrani Suksomboon
9. Mr. Miguel Ordonez
10. Dr. Ken Kampe

Designers/Illustrators

1. Mr. Sirot Dhecha
2. Mr. Wuthichai Wanakul
3. Mr. Teerasak Siharat
4. Mr. Darmi Janapiraganit

Supporting Staff

1. Mr. Chumpol Hankla
2. Miss Nantinee Teawkul
3. Mrs. Pornpimol Chumlue
4. Mr. Suthisak Saenchuen
5. Mr. Boonyuang Wongsathan
6. Mr. Darun
7. Mr. Sanan Footernwong
8. Mr. Chanmong Senawana
9. Mr. Sathaporn Phromma

ANNEX IV SUMMARY OF THE COUNTRY REPORTS PRESENTED BY THE PARTICIPANTS IN THE WORKSHOP

BANGLADESH

Bangladesh is one of the least developed countries in the world. The total number of population of the country is about 100 million. It is increasing at a rate of 2.36% per annum since 1974.

The literacy situation of Bangladesh appears to be aggravated by high rate of population growth together with the increasing concentration of population in the 15+ age cohort.

The average annual growth rate of literacy was estimated at 1.09 percent for the period 1951 to 1981, and the annual growth rate of population was estimated at 2.53 percent from 1974 to 1981 and 2.49 percent from 1951 to 1981. The difference between population growth rate and the number of literates was only 1.00 percent from 1951 to 1961 and 1.07 percent from 1974 to 1981.

Independence of Bangladesh (1971) generated a new enthusiasm and drive in both government and voluntary efforts towards the removal of illiteracy and the overall economic development of the country.

Besides a few exceptions the major literacy programme after independence was "Mass Education Programme" launched on 21st Feb. 1980 by the Government.

Apart from this programme a number of voluntary organizations were engaged in this field to eradicate illiteracy from the country. At present at about 8000 voluntary organizations are working in the field of social service, rural development and non-formal education as well. Out of them more than 50 NGOs are occupying the national level position having non-formal education programme in the form of functional education and literacy. The curriculum and syllabus for preparing literacy materials including follow-up literature used in adult mass literacy programme were mostly developed by individuals. Non-government organizations have developed their own syllabus and curricula and related materials for the Programmes. More than 75 follow-up books and other related materials were published since 1964 to 1983.

The literacy materials developed in the country during '72 to '84 may be classified into the following categories:

(A) Motivational Materials
  (a) Print (b) Electronic media materials
(B) Primers/Text
  (a) Print
(C) Instructional Materials
(D) Follow-up Materials

A number of organizations are engaged in developing the materials including Ministry of Education, NIEMT, BRAC, VERC, FIVDB and LIERA.

With a view to implement the present programme the government will develop, 10 posters, 2 manuals, 2 primers, 5 charts, necessary teaching aids and good number of follow-up books on different topics including folk-poem and income generation activities.

A task force under the supervision of the Ministry of Education has been working to give an organizational shape of the literacy programme in the country.

It is expected that the proposed materials will play a successful role in implementing the future programme of literacy and follow-up materials development programme in Bangladesh.

CHINA

1. Development of Teaching Materials of Chinese Language and Arithmetic for Spare-time Peasant Elementary Schools in China.

1.1 Along with the rapid development of production in the rural areas in China, peasant education including literacy and neo-literacy programmes is flourishing. The neo-literacy programme in rural areas mainly takes the form of spare-time peasant elementary schools. In March this year a workshop was held by the Ministry of Education on the compilation of teaching materials for the neo-literates. It was decided to revise the present teaching materials, which were published in 1980, into two sets of national textbooks, one for the south and the other for the north rural areas so as to meet the different situations of our vast territory. The materials consist of Chinese language and arithmetic textbooks.

1.2 The guiding thought of revision is to lay emphasis on the characteristics of Chinese language and arithmetic as the basic tools for learning and working. Both materials should help the learners to foster their elementary ability of reading, writing and calculating. They also should meet the needs of building material and spiritual civilizations.

1.3 The principles of revision are: a) Follow the quick learning method. The teaching contents should be brief and to the point and make the key points stand out, so as to achieve the set of teaching requirements within a short period of time. b) Pay attention to the practicality of contents. The teaching contents should be properly linked with the reality of life and production in different rural areas so that the learners solve their daily practical problems. c) Make the materials more interesting, vivid, vigorous, easy to understand and loved by the learners.

1.4 The main targets of these materials are the neo-literates in rural areas, i.e. young and middle-aged peasants and workers in the rural factories and mines whose cultural level in Chinese language and arithmetic (three R's ability) is lower than the graduation level of the primary school.

1.5 Teaching requirements: The teaching materials of Chinese language consist of two books with 70 texts. In 200 to 240 hours of learning, the neo-literates should recognize 1,000 more Chinese characters in addition to 15,000 characters learnt in the basic literacy stage, master Hanyu Pinyin (the Chinese Phonetic Alphabet), and the commonly used phrases and sentence patterns. The learners should learn to look up a word in the dictionary and be able to read common books and newspapers, easy popular science articles and so on. They should also be able to write simple narrative and practical articles. Arithmetic has two books, too. They will be finished in 120 hours. It will enable the learners to master the basic knowledge of integer, decimal, fractions and simple figures, conduct the four fundamental operations (addition, subtraction, multiplication and division) and calculate the perimeter, area and volume of some geometric figures. They should also be able to solve simple practical problems in daily life and production.

In October this year, two meetings will be held by the Ministry of Education to examine the drafts of these materials compiled by Heilongjiang Province and Fujian Province respectively. Besides national teaching materials, the local educational departments will also compile and publish additional materials or their own textbooks for the neo-literates in their own areas. Popular science readers and materials on various technical subjects will be compiled and published by agricultural and other departments or coordinately with the educational departments. Along with the development of rural education in China, the neo-literate teaching materials will also have a big advance.

INDIA

1. AIMS AND PATTERN OF POST-LITERACY

1.1 Adult Education Programme in India aims at providing literacy, awareness and functionality to about 100 million illiterate adults, roughly 50 percent of the population in the 15–35 age group. It is of 3 years' duration divided into 3 phases. The first phase is known as basic literacy stage and the second and third stages belong to post-literacy and follow-up activities.

2. TYPES OF MATERIALS PRODUCED

2.1 Generally the following types of materials are produced.

2.1.1 Graded reader: These are meant for use in the first year of post-literacy when continuous guidance of the instructor is made available. These readers take off from the literacy level where the literacy primers end. For the purpose of gradation of lessons/chapters rough criteria of grading have also been developed.

2.1.2 Self-reading Materials. For the purpose of cycle libraries materials of a little higher grade, yet simple and small, have been developed by various agencies. These are in the form of booklets, folders, charts, posters etc. About 110 topics have been identified on which locally relevant materials could be developed.

2.1.3 Awarded books: The Government of India organizes and annual book competition known as National Prize Competition for Literature for Neo-literates. A total number of 40 titles in 14 languages are selected for awards each year and a large number of these books are bought and sent to public libraries. About 1000 titles have been awarded in 25 competitions so far, forming a big bulk of neo-literate material.

2.1.4 Development Material: Materials prepared by development departments, like Health, Agriculture, Labour, Industries, Cooperative etc., are simplified by the Directorate of Adult Education and State Resource Centres and supplied to neo-literates.

2.1.5 Text books for Continuing Education: Some neo-literates take up studies leading to V and VIII grade examinations. The condensed course-books for these students are also prepared and supplied.

2.1.6 Newspapers and periodicals: Since the neo-literates evince great interest in reading newspaper, the Government has directed the adult education agencies to supply newspapers to all the adult education centres. They are supplied in the form of wall-papers or 8 page news bulletins published weekly or fortnightly. Periodicals too are made available by some State Govern-

ments to the adult education centres.

3. PROCEDURE

3.1 There are 15 scheduled languages in India. Official business and school work are carried out in 14 major languages. In view of this, production of material is decentralised. The Directorate of Adult Education, Government of India provides guidance in the material production for post-literacy and produces proto-type materials. The 15 State Resource Centres and the State Directorates of Adult Education, Universities/Colleges, Voluntary organisations, Material Book Trust etc. prepare materials in regional languages. Some institutions have developed post-literacy materials in the dialects and tribal languages also.

3.2 Among the AJP Materials, a poster "Let's Read" was adapted and printed in Hindi language (20,000 copies) and widely distributed for actual use.

INDONESIA

Based on data collected in 1980, 14.36% of the people in Indionesia are still illiterate. It is about 21 million people, aged 13 to 44 years old.

Assorted efforts have been made by the Government for many years, starting from ABC Courses to Literacy Campaigns. However, the results have been disappointing. Teaching merely letters and numbers did not fulfil the learning needs of the population.

A new approach now being promoted called "Kejar Package A Programme". It means working and learning in the learning group using Package A booklets.

A learning group consists of 10–15 people or learners. First, they learn how to read, how to write, and how to do arithmetic using national language (Bahasa Indonesia) by using booklets A_1 to A_3 as primers. After they finish A_3, they may be called neo-literates. To maintain and to improve their ability to read, to write and to do arithmetic they should continue with booklets A_4 to A_{10}.

After A_{10} they should also continue with A_{11} to A_{20} where the contents of the booklets are not merely reading, writing and arithmetic but also practical skills could help to improve their quality of life.

From booklet A_{21} to A_{100}, learners may choose the appropriate title or titles which are interesting to them and could help to fulfil their needs.

So we may call Package A booklets from A_4 to A_{100}, follow-up materials for them.

Because booklets in Package A are supposed to be "top down" materials, we also produce locally based supplymentary Package A in the form of posters, cassettes, games, foto-novella and sound-slides, to fulfil local problems and needs.

Here are the examples of supplementary materials that proved successful:

1. Some posters for motivation
2. Some cassettes also for motivation
3. Word and Number Game
4. Serial Poster on how to make chicken rice soup
5. Serial Poster on how to make compost (fertilizer from garbage)
6. Foto-Novella "Ways to organize learning group"
7. Foto-Novella "Health Baby"
8. Foto-Novella "How to prevent diarrhea"
9. Sound-slide: "Kejar Package A Programme"

We also translated and adjusted some materials from ACCU which were developed in the workshops 1982 and 1983 to be used as supplementary materials of Package A. The materials are:

1. Sanitation (poster)
2. Tree Planting (poster)
3. Building Up A Happy Community (sugoroku game)
4. The life of Water (booklet)
5. Chicken Raising (booklet)

All of the materials are selected materials and have been tested twice. After revision the materials were agreed to be mass produced under Non-formal Education (Dilemas) World Bank Assisted Project.

MALAYSIA

1. Development of Neo-Literate Materials in Malaysia

Unlike in most countries in this region, literacy programme in Malaysia is under the portfolio of the Ministry of National and Rural Development and not under the Ministry of Education. All programmes pertaining to basic literacy and post-literacy are planned and implemented by the Community Development Division of the Ministry of National and Rural Development. The programme geared towards arousing the interest and awareness of the community, to motivate their participation in development to be self-reliant and to upgrade their quality of life. Hence the main objective of Community Development Division is to bring

about social, economic, cultural and political development of the individual and the community as a whole.

2. Development and Utilization of Teaching Materials for the Literacy Programme

In 1984 the Community Development Department had developed a package of teaching/reading materials consisting of 4 sets both for the teachers and the learners descriptions are as follows:

Set A: The set contains 9 sheet of coloured photos. Each sheet consists of one main photo and two smaller photo relevant to the main one. All together there are 27 coloured photos.

The contents of the book are based on the aspects of economic, health and civics. Under economic aspect it covers the topic of how to raise additional income e.g. through vegetable farming, chicken raising and fresh water fish rearing.

Under the aspect of health, the topics covered are food and nutrition, balanced diet and family life education.

Under the aspects of civics, the topics covered are neighbourhood, cooperation among folks, behaviour, work ethics and understanding the national flag.

Teaching Manual

Guide lines for discussion regarding the photos/ posters are provided. This enable the Community Development Workers to extend and discuss the relevant topics with their students. Besides that, the Community Development Workers are encouraged to add in new points of discussion regarding the topics wherever possible. This means wider scopes can be covered.

Set B: (Student's set)
This set is the same as set 'A' except that it doesn't have guidelines for discussion regarding the photos overleaf.

Set C: This is student's work-sheet relating to the relevant photos discussed and written exercise for the students.

Set D: (Community Development Worker's Set)
This set is only meant for Community Development Worker's guides and references. It contains 261 pages, comprising 5 sections i.e. religion and civics, health, agriculture, handicrafts and food recipes. These provide additional information and discussion can be extended.

Step I – Discussion between the Community Development Workers and the students refering to the photos in set A and B – 30 min

Step II – Introduction of words and sentences construction. Set C is used. –45 min

Step III – Exercise and writing guidance. Set C and writing book are used. –45 min

Total time 120 min

Summary

1. The Community Development Workers use Set A. This set contains guidelines to the contents of discussion for every topics.

2. The set B is given to the students.

3. Set C is given to the students according to the topics they'd discussed before. This set is used during writing session at the end of every discussion session between the Community Development Workers and the students.

4. The Community Development Workers will have to make allocation of the time.

MALDIVES

In 1980 the Maldivian Government had embarked on a Basic Education Programme for the adults and since then efforts have been made to reduce the number of illiterates in the country, so that they may lead a better life. As a result of the systematic and hard work done by the authorities and the people, a great number of the people have learned to read and write. Consequently reading materials are urgently required for the neo-literates to practice their newly acquired skills so that they may not lapse into illiteracy again.

Follow up activities

A National Workshop was held in January 1984 following the first ACCU workshop of 1983, to help to improve the programme and during this workshop four booklets were written on the following topics.

(a) Firewood
(b) Fertilizers
(c) Coconut Plantations
(d) Raising Chickens

The booklets on the first two topics have already been published and are in the process of distribution. The booklets on the other two topics also will be

published and distributed to the neo-literates shortly.

Other supplementary reading materials also have been produced for neo-literates' use. Among them are the following literature.

(a) "Holhu Ashi" – This is a magazine published monthly by Educational Development Centre.
(b) Two short stories for Neo-Literates – This is booklet published by the Basic Education Section, Ministry of Education.

These materials are supplied to the readers freely by the authorities.

Future Programme

1. All booklets written at the 1984 National Workshop will be published and distributed to the readers. If the materials are successful they may be reprinted.

2. An attempt will be made to produce further materials with the guidance and the assistance of ACCU.

3. Guidance will be given to the volunteer teachers to use the materials.

4. AJP materials which can be used will be adapted with slight adjustments, where necessary, and translated into Dhivehi. The following two materials have already been translated and used by some teachers.

   (a) Raising Chicknes (1984)
   (b) Tree Planting (1984)

Constraints

The most pressing obstacles are as follows:

(a) Suitable writers are not available for writing materials for neo-literates.
(b) Sufficient printing facilities are also not available.

NEPAL

Literacy Situation

Mass illiteracy is one of the main obstacles in the path of Nepal's development. The country's literacy rate, according to the 1981 census, rose to 24 percent (by sex, male 34 and femals 12 percent) as against only one percent in 1951 before the dawn of democracy. During the past three decades tremendous progress has been made in the education sector. However, due to various reasons, the dropout rate in primary schools is very high, about 30%.

Literacy Programmes

The Ministry of Education & Culture (MOEC), Adult Education Section, has launched three types of literacy programmes in the country as follows:

(1) General Literacy Classes to impart simple reading, writing and numeracy to illiterate adults. The duration of classes is 4 months with 2 hours of study a day, 6 days a week.

(2) The Functional Adult Literacy Programme to impart functional knowledge, skills and information on agriculture, health, cottage industries and other income generating activities relevant to rural lives, along with the three Rs. The duration of classes is 6 months with 2 hours of study a day, 6 days a week.

(3) The Integrated Non-formal Education Programme to Promote Rural Development. The objective of this programme is to increase awareness and build up self-confidence in adults along with reading, writing, numeracy and some vocational components. The duration of classes is the same as with functional classes.

In addition to this programme some trade or vocational schools are providing technical education for those who have dropped out or have been left out of the formal schooling system for various reasons. Some integrated rural development projects are also launching general and functional literacy programmes for the adults in their areas. But after the completion of training, the follow-up programmes have not been applied effectively. Thus the participants are not in a position to retain the skills they have learned.

Production of Neo-Literate Materials

The Adult Education Section, MOEC, has produced some follow-up materials in the form of booklets, posters and audio-visual aids in order to communicate necessary messages about agriculture, health, cottage industries, and other income-generating activities along with population education, to rural adults. The materials have been developed with the consultation of technical experts and have been used in functional literacy classes.

The Section has also produced and distributed nine booklets related to population messages during the last two years. The section is producing various materials on the population education for a diversified target audience illiterate, semi-literate and literate adults. These materials have been developed by expert group

meetings of different disciplines.

In order to meet the need of adults and to develop problem solving skills and self-confidence, the Adult Education Section has so far produced 3 series of interesting materials. Two more are to be produced shortly. The series contains reading books "NAYA GORETO" (New Trial), two sets of educational games, big size posters from the books, and a teacher's Guide. These materials were introduced in six districts up to the end of last fiscal year, 1983–84. This year, these materials are being introduced in 41 districts out of 75 districts in Non-Formal Education programmes because these materials have proved to be successful in the six districts.

Similarly, other ministries with development functions and development agents, and semi-government and non-government organizations have also produced neo-literate materials in their sectional programmes, i.e. agricultural extension, public health, nutrition, cottage industries, family planning, integrated rural development, cooperative societies and so on.

With regard to AJP materials, The Ministry of Education is adopting these materials as follows:

1. Everyone's water, How should we use it (poster)
2. Building up a happy community sugoroku game.

PAPUA NEW GUINEA

INTRODUCTION

Papua New Guinea's three million have no national literacy programmes.

However, there are small literacy programmes conducted by various Provincial Governments and religious agencies. These programmes are conducted in isolation of each other.

LITERACY PROGRAMMES

Generally speaking, much of our isolated literacy programmes in the country deal with basic literacy and numeracy. Functional literacy programmes are very rarely organized. Sometimes in the area of nonformal educational literacy programmes are integrated into other programmes. Usually these are organized only for a short term.

Within the basic literacy and numeracy programmes, we have two parts. One is for pre-school age group and the other is for adults. We also have the mixture of the two groups.

The terms of the programmes vary from programme to programme. It may also from language to language within a provincial or agency programme. So there is no uniformity. For instance, VIIES TOK PLES SKUL PROEJCT has a term of two years. This does not necessarily mean the other such projects have same term. They can be of less than two or more years.

TYPE OF MATERIALS

We are largely involved in producing primer materials for the beginers. We also produce other materials such as local newspapers, posters, booklets and traditional myths and legend books. However we have to cope with so many languages (700) for neo-literat materials as well. Games are quite a new idea for our vernacular literacy programmes.

FUTURE MATERIAL DEVELOPMENT PROGRAMME

We have planned to prepare more primer books for those langauges not covered in our provinces. This include preparing and printing new primers as well as reprinting the old primers. Along with those we hope to print reprint, and translate other supplementary materials.

The amount or the number of items as well as type and quality will depend very much on our financial position, staff capacity and work load. In most of our activities we lack in almost all of those areas mentioned above.

AJP MATERIALS

As we have mentioned above we need to prepare the kinds of materials which AJP is involved in producing. Samples of such materials are a great help to us. Once we have a copy or two, we can always modify, translate and re-print them and distribute. We feel AJP products are great help to us because they not only assist our production problem, but they also bring to us many new ideas of preparing neo-literate materials for rural people. We will certainly make use of them in both formal and non-formal areas of the learning awareness. We sincerely hope that AJP will continue to help us greatly in our task of material production for neo-literates in our rural areas.

PHILIPPNES

Overview

The Philippines with a population of 52 million, has attained an average literacy rate of 89.4%. It looks, however, with concern at the rest of the illiterate and semi-literate population because its population is young

and the formal school system has a yearly dropout rate of 2.92%.

Reading/Literacy Materials: a Problem in Education

As in formal education, nonformal or adult education is beset with problems, one of which is the dearth of appropriate literacy material for specific groups. Urgently needed are suitable and adequate follow-up or neo-literates materials that would not only sustain the interest of the neo-literates but also help them use their newly-acquired skills so that they will not lapse back to illiteracy. Not with standing such constrains as inadequate funding and the lack of trained writers, the Bureau of Continuing Education has launched a five-year intensive literacy program, which, among others, includes the development and production of literacy materials.

Literacy Materials Production

The literacy materials production program of the country is characterized by the use of workshops and seminars as a strategy for evolving reading materials that would cater to the needs and interests of certain target population. This strategy does not only produce the literacy materials targetted but also develop guidelines or operational procedures for writing. In this way the participant is equipped with the knowledge needed to go into production of literacy materials needed in her/his station.

Since 1979 a total of six seminars and workshops have been held by the Bureau of Continuing Education for the development and production of literacy materials.

The main targets of the literacy program are the school dropouts from the elementary and secondary levels and the illiterate or semi-literate adults. The literacy materials are not only intended to develop further their newly acquired literacy skills of reading, writing and computing but also to instruct and inform them on various matters necessary for better living like sanitation, health, nutrition, population education, various occupations, the country and the duties of citizenship.

For neo-literates, the literacy materials produced are generally in form of modules. In addition motivational and instructional posters, charts, booklets or pamphlets and comic books are also produced and widely used in literacy classes. The modules produced vary in the degree of difficulty. There are those that are simple and richly illustrated intended for the neo literate whose skills are minimal and need further development and these are those of more difficult level intended to inform or instruct the reader on various topics he chooses.

Literacy materials production is also undertaken by other ministries of the government offices, colleges and universities and even private persons. In particular the Ministry of Agrarian Reforms (MAR), the Ministry of Health (MH), the Ministry of Social Services Development and the Population Commission have produced modules, posters, leaflets and charts that are widely used in literacy classes.

Future Plans

It is believed that there is already a wealth of literacy materials developed. The national seminars and workshops that have been conducted have produced prototype literacy materials that can cater to the various needs and interests of the targetted population of the country. However, field testing or validation may be needed. The future plans therefore will be on production of these materials. The first national workshop on literacy materials production for example produced 120 modules. Only, however, 5 modules were printed and distributed. The Bureau of Continuing Education of the Ministry of Education, Culture and Sports will continue to pursue its plan of regionalizing the production of literacy materials to effectively suit local needs, interestes and idiosyncrasies.

On The AJP Material

A limited tryout of the AJP materials has elicited interest and excitement among the groups they have been tried on. Adaptations of the materials to local color/idiosyncrasies will make them valuable neo-literates materials to the country.

THAILAND

1. The Need for Neo-literate Material Production

The Royal Thai Government allocates more than 20,000 million baht a year (about 10% of the national budget) to help her citizens, both in the formal and non-formal sectors to acquire literacy skills. From research studies we fround that only 45% of children graduating from primary schools can go further for secondary education. The rest were left to seek occupations, and most of them live in remote rural areas. They need to be equipped with up-to-date information in order to live happily in the rapidly changing society. We also found that 33% of the primary education graduates relapsed into illiteracy if there were nothing for them to practice their literacy skills with. This means that the huge amount of budget invested by the government is absolutely wasted.

In reality, there are numbers of printed media materials which can be used to prevent illiteracy relapse

and supply necessary information. None the less, those materials are too difficult for neo-literates to read. Some are not attractive because the contents are distant in nature and have nothing to do with rural life.

2. Programmes and Material Production for Neo-literates

2.1 Village Newspaper Reading Centres

Each village community will be encouraged to build a small reading centre and form a committee to look after it. The government will provide the budget for two newspapers daily to the centres, plus other printed materials issued by government and private agencies on health and agricultural practices. Books are also donated by the public. The government wishes to promote reading ability, prevent relapses into il-literacy, and also enhance the reading habit of people.

The main materials introduced to these centres are newspapers, both Bangkok and local ones. The idea of using newspapers is to motivate people who are interested in daily news to come for further reading. The supporting materials are wall newspapers, booklets, posters, and other printed materials which are intended to provide different information for rural people. There are two titles of wall newspapers: one is "Non-Formal Education Message", the other is "Non-formal Education Message on Population Education." Their purposes are to contribute facts, knowledge and useful information for people in general. Usually the contents will focus on agriculture, health, culture, community and demography. Annually 6,000,000 copies are distributed to several rural community centers, such as village reading centres, wats, village health centres, public schools and centres for community development.

2.2 Supplementary Reading Materials Programme

Once the neo-literates have acquired literacy skills, both from the Functional Literacy Programme and the National Literacy Campaign Programme, they must be provided with reading materials in order to utilize the skills in gaining up-to-date knowledge and information, and as a result, to retain and further refine their skills.

The main purpose of supplementary reading books, however, is to maintain and upgrade reading skills for those who are literate. The books are written in different styles, for example, short stories, dramas, poems and cartoons with easily understood words and contents relevant to existing problems and needs of rural people. This year 20,000 copies composed of 24 titles were published and distributed to the target groups in the National Literacy Campaign Project. Supplementary reading books on population education are also written in simplified words; moreover, the content deals with knowledge and information about life improvement. There is an issue for further consideration at the end of each story.

2.3 Materials Development in INNOTECH Project "DELSILIFE"

"DELSILIFE" stands for "Development of a Coordinated Education Intervention System for Improving the Quality of Life of the Rural Poor." Funded by INNOTECH, it is an experimental project undertaken in Indonesia, Malaysia, Philippines and Thailand. The project's main goal is to identify the most effective means in inculcating people's participation with a view for popular self-reliance. In relation to such a goal, it is hypothesized that media to be used as a catalyst for participation and reduction of dependency.

Preparation of media or instructional materials seeks to embrace such thinking. That is, the villagers identify their needs, topics of learning, and content. The non-formal education officials then help to put the content in the proper format and order of content. The language suitability and means of presentation are tested out with some villagers.

3. Future Expectation of Non-Formal Education Department on Educational Materials Development

Generally, educational materials are not confined to printed materials. Owing to the progress of knowledge and technology, rural people have more chances to get access to newly developed innovations. Radio, Television and Video tape play a major role in providing distant information to those people. It seems that ordinary printed materials such as posters, leaflets or documents may not attract the people upcountry unless they are definitely relevent to their needs. Therefore, educational materials in the future should be technology oriented.

4. Position with regards to AJP Materials

4.1 As for Thailand and ACCU, both have enjoyed a cordial relationship and are familiar with each other in the fields of publishing and culture through Printed Media Production for Children and Cultural Promotion Projects. The two projects served as a corner stone to move on to the Printed Materials for Neo-Literates in Rural Areas Projects. Subsequent to the meeting in May, ACCU had agreed to help produce a Thai version of (1) "Public Pollution inside the Bus" (poster); (2) "Around Asia and the Pacific with Sugoroku Game"; and (3) booklet on "Grow Mushroom for More Income". The materials then were tested in twenty-six provinces by the Thai Department of Non-Formal Education, Ministry of Education. In addition the following materials (in English) were tested with the staff of the Department: (1) The Sugoroku Growing Rice Game; (2) The Sugoroku Animal Game; (3) Posters

of Words "Village Life"; (4) Let's Think of Living by a Pond (a poster); (5) Tree Planting (a poster); (6) Sanitation; (7) Building Up a Happy Community Sugoroku; and (8) Raising Chickens for Additional Income. The result of these trial periods were discussed at ACCU in 1982 in order to seek ways to improve the materials collectively.

4.2 Ideas and models of materials developed by ACCU, however, have been modified and adapted to be used in our literacy programmes. Among those models, booklets, posters, and games were the most interesting and enjoyable.

4.3 Thailand is requesting an aid programme from Unesco. The programme is aimed at training provincial and regional personnel who are responsible for functional literacy programmes and layout of printed materials. This is to introduce and familiarize themselves with ideas, designs and prototypes to be used as follow-up materials for neo-literates and that rural situation, problems, needs and interest of the rural people are taken into account.

VIET NAM

I. Rationale

Viet Nam has fundamentally achieved literacy among her working people of the 16–40 age-bracket all over the country.

The literacy follow-up and universalization of primary education of the working people is, in essence, to achieve firm literacy in the northern province and then, in the South. At present, universalization of primary education has been basically achieved in the northern delta and midland provinces, and in a number of provincial towns and districts and villages of the South.

So, for this target group which involves the majority of the famers of more than 40 years, there is a non-formal follow-up education.

II. Objectives

Objectives of this literacy follow-up education are as follows:

1. To consolidate the general basic instructions given in the primary education grades.

2. Education for livelihood and products with social development. This programme currently provides general fundamentals of sciences and techniques to enable them to acquire a scientific, analytical and critical mind.

   It is called the "Specific topic course on science, techniques of production and practical livelihood.

III. Outcomes

From 1981 to the end of 1984 (school year 1984–85) the following activities have been undertaken.

1. Workshops: Two national seminars and two workshop seminars. Several provincial workshops for production and training of material producers and teachers.

2. Number of materials produced:

   – 5 books (at national level) 65 topics
   – 4 books (at provincial level) 48 topics.
   All are printed-book materials.

IV. Future material development programme are given below:

1. Experimentation and implementation on national scale of all the materials already produced with adaptation to the three kinds of neo-literates.

If experimentations of AJP materials with adaptation and modification required, Life of Water, Everyone's Water, Sanitation, Use of Gas from Daily Wastes would be taken up.

Researches for adaptation and utilization of other kinds of AJP materials for better effectiveness and more impact on the neo-literates, namely, non-printed materials, games and others.

APPENDIX

I. Statement
by
H.E. Mr. Chuan Leekpai
Minister of Education, Thailand

Mr. Deputy Governor,
Mr. Secretary General of Thailand National Commission for UNESCO,
Mr. Director-General of Non-formal Education Department,
Mr. Deputy Director of ROEAP
Mr. Director-General of the Asian Cultural Centre for Unesco,
Distinguished Participants, Ladies and Gentlemen,

On behalf of the Ministry of Education and the Government of Thailand, I would like to extend my warmest welcome to all of you, and to sincerely thank you for having kindly responded to our invitation to participate in this Second Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific. I would also like to express our sincere thanks to the Unesco Regional Office for Education in Asia and the Pacific, and the Asian Cultural Centre for Unesco (ACCU), for their genuine interests and contributions to eradicate illiteracy which, inspite of vigorous efforts made by the member countries at the national levels, still remains one of the most serious problems facing our region.

May I be permitted, at this juncture, to command ACCU for its many useful programmes and activities which have proved to be directly responsive to the needs of the countries in Asia, including Thailand. I would like to mention in particular the efforts made by ACCU to promote the knowledge and appreciation of Asian Cultural Heritage, including Sukhothai of Thailand; the good work on book promotion and literacy follow-up materials; and the production of cultural kits. These initiatives by ACCU have supplemented the programmes and activities of the Unesco Regional Office, and have stimulated and assisted national undertakings at the grass-root levels.

The problem of illiteracy in Asia and the Pacific is a long-standing one which governments and educationists in this region have resolved to combat and to continue to do so despite many obstacles. In this context, the question of suitable literacy follow-up materials deserves our special attention. It is a fact that in most Asian countries, illiteracy is highest among the rural people, whose problems and needs are altogether different from those in big cities and capitals. This fact makes it even more difficult for educationists and experts, most of them living in cities, to prepare and produce suitable neo-literate materials. I would like to stress the word "suitable" because I don't believe that reading materials in general are lacking in our present-day society. What are indeed lacking, are the types of materials which would be appropriate to the needs and interests of these rural and rural-migrated literates and neo-literates.

Coming from a small rural town myself, and having a mother who, to this day, still remains illiterate, I am naturally very sensitive to this issue of illiteracy. I believe that the literacy programme is important, not simply because we want to improve our official record of literacy rate, but because it is necessary to bridge the existing gap between the majority of the people in the rural areas and the government; and because we want to eliminate the problem of "distrust" between all that is "official", including reading materials "officially" produced, and the rural people in remote, and often neglected areas.

I have learned that, at the first regional workshop held last year in Japan and Philippines, the question of how to develop suitable and interesting neo-literate materials was lengthily discussed. While many approaches were deliberated upon, such as objective-oriented approach, problem-oriented approach and thematic investigation-approach, etc., yet according to the final report, the experts attending last year's meeting could not reach any common agreement as to how the goal could ultimately be achieved. Perhaps at this stage, you would allow me to make a plain observation from the point of view of a non-expert. I think what concerns the rural people including neo-literates most is how literacy can help them make a better living. Therefore if we can produce reading materials which can provide some of the answers to that basic concern, then our materials will be interesting and suitable to them.

At this point, I would like to add that the Thai Government, having launched the National Literacy Campaign to reduce the nation's illiteracy rate from 14.5 per cent to 10.5 per cent by the end of 1986, is currently emphasizing the creation of reading communities throughout the kingdom. Fifteen thousand village reading centres have already been established.

The problems, however, remain how to effectively motivate continued reading habits, how to produce materials that will make the villagers "addicated" to reading, and how to convince the illiterates and neo-literates that reading can lead to the improvement of the quality of their lives, even though they are not working for the government and public sectors.

Ladies and gentlemen, knowing your professional expertise, I have chosen to speak to you from the points of view of a layman, yet as one who is as equally committed as all of you are to the task of combatting illiteracy. I will certainly be looking forward to learning the outcomes of your discussions which would undoubtedly be useful to our work. May I therefore, take this opportunity to wish you a very productive and fruitful workshop, and a pleasant stay in Chiang Mai.

As time is now auspicious, may I declare open the Second Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific.

Thank you.

II. Statement
by
Dr. Kowit Vorapipatana
Director-General
Department of Non-Formal Education

Your Excellency, the Minister of Education
The Honourable Governor of Chiangmai
Mr. Deputy Director of Unesco Regional Office
Mr. Director General of the Asian Cultural Centre for Unesco

On behalf of the Organizing Committee, it is a great pleasure to welcome all of the participants and observers to the Second Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific.

This workshop marks another significant contribution of the Asian Cultural Centre for Unesco to the promotion of literacy. In most of our countries, much effort and investment has been expended on the teaching of literacy skills. Yet, we will be far from achieving universal literacy if a large number of our literates continue to relapse into illiteracy. Provision of reading materials in the rural areas can serve as a means to prevent reversion to illiteracy as well as to promote wider dissemination of useful knowledge and information. But the development of materials that are relevant and meaningful to the rural readers require experience and expertise that need to be developed. ACCU has perceived this shortcoming and has provided timely technical support to member countries in this urgently needed field.

Last year, the First Regional Workshop on the same topic was organized in Japan and the Philippines and was viewed as extremely effective in developing national competencies in the preparation of reading materials for neo-literates. The Department is therefore deeply honoured that Thailand has been selected as the site of the Second Workshop. We are most happy to render our cooperation and services to ACCU, to Unesco and to the member countries in the Region.

Your Excellency, Ladies and Gentlement. It is indeed an honour that His Excellency Mr. Chuan Leekpai, the Minister of Education has taken the time to travel to Chiangmai to inaugurate this Workshop in spite of his very busy schedule. His excellency has always been concerned about education for the disadvantaged and the rural poor. He has personally given much valuable advice to the Department on the production of materials for rural readers to help them improve their livelihood and to prevent others from taking advantage of them. The Department considers it a privilege that His Excellency is able to be here this morning and to share with us his valuable insights on the topic. The presence at the Workshop of His Excellency, the Minister, and the Secretary-General of the Thai National Commission for Unesco clearly signifies the importance the Ministry of Education attaches to the promotion of literacy and to education for the out-of-school population as a whole, for which the Department is deeply grateful.

I would also like to express our sincere gratitude to the Honourable Deputy Governor of Chiangmai, Mr. Aram Iam-Arun, who has kindly joined us this morning to deliver a welcome address on behalf of the people of Chiangmai.

Ladies and Gentlemen, may I take this opportunity to welcome you, once again, and to wish all of you a successful workshop.

Thank you.

III. Welcoming Address
by
Mr. Aram Iam-Arun
Deputy Governor of Chiangmai Province

Your Excellency, the Minister of Education
Permanent Secretary, Deputy-Permanent Secretary,
Mr. Director-General of the Asian Culture Centre for UNESCO,
Mr. Deputy-Director of ROEAP
Mr. Director-General of the Non-formal Education Department
Distinguished guests

It is a great honour for me to be able to welcome you all to Chiang Mai for the Second Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific.

On behalf of the Governor of Chiang Mai Province and all the citizens of this city, I am very happy to say that we are pround that Chiang Mai has been chosen as the site for this workshop. We are also greatly honored that His Excellency, the Minister of Education has graced this city with his presence despite his very tight schedule of responsibilities.

Besides containing the second largest city in Thailand, Chiang Mai is the historical centre of the Northern Culture of Thailand, and during your stay you will be able to witness the rich variety of traditional customs that are unique to the North. Chiang Mai Province extends over a wide rural area, and some of its villages are quite remote. Chiang Mai can boast a long tradition in non-formal education. The Provincial Centre for Non-Formal Education here was the second such centre to be established in Thailand.

There is, therefore, quite a lot of activity in this province in the field of literacy, and the provincial agencies are working hand-in-hand with the people to reach an illiterate population of over 100,000. Also, within this year, 50 per cent of the villages in the province will each have a Village Reading Centre. So we can also offer you, in your visits to villages, an opportunity to observe literacy work in progress.

I feel, therefore, that you can expect to enjoy an extremely useful and valuable stay in Chiang Mai. If there is anything that you require, or if there is anything that I can do to make your visit more pleasant and productive, please let me know.

Finally, ladies and gentlemen, in thanking all distinguished participants for coming to Chiang Mai for this important workshop, I should like to extend once again our warmest welcome to you all. I hope that the traditional warmth of friendship and hospitality of our people will make your stay a pleasant and memorable one.

IV. Statement
by
Dr. Saiyud Champatong
Secretary-General, Thailand National Commission for Unesco

Your Excellency Minister of Education,
Honorable Governor,
Mr. Director-General of Non-formal Education Department,
Mr. Director-General of ACCU,
Mr. Chiba, Deputy Director of Unesco ROEAP,
Distinguished Participants,
Ladies and Gentlemen,

It is my great pleasure and honour to be here to welcome all the participants from member countries in Asia and the Pacific on behalf of the Thailand National Commission for Unesco. May I extend a particularly warm welcome and deep appreciation to Professor Naotoshi Fukui, Director-General of Asian Cultural

Centre for Unesco for having organized this important Regional Workshop on the Preparation of Literacy Follow-up Materials, jointly with the Ministry of Education of Thailand through its Department of Non-formal Education, and in collaboration with the Unesco Regional Office for Education in Asia and the Pacific, the Japanese National Commission for Unesco and the Thailand National Commission for Unesco.

Ladies and Gentlemen,

It is a hard fact that, inspite of constant and worldwide struggles against illiteracy, the absolute number of illiterate men and women still continues to grow. The most recent figures reveal that some 824 million people, aged 15 and over, in the world, cannot read or write. Asia, unfortunately, seems to be shouldering more than a fair share of this problem, having roughly three-quarters of the world's adult illiterates. The hardest hit are, of course, people living in rural areas, remote villages and the disadvantaged zones of big cities in our region.

We all realize the seriousness of this problem, and governments as well as officials of all the counteries in our region have engaged in national and local compaigns in connection with literacy and functional education. We all know very well also, that in order to produce lasting results, follow-up or post-literacy work, is immensely vital, because literacy can be surprisingly short-lived if whatever which is learned is left unused.

In this connection, therefore, this regional workshop on the preparation of literacy follow-up materials is very appropriate and timely, and I am very happy that this has already been a subject of great importance for this second regional workshop organized with the support of Unesco, all National Commissions in our region, and ACCU. The preparation and production of suitable post-literacy materials for countries in our region will help create a wider literacy environment and increase the number of teenagers and adults able to read and write.

On behalf of the Thailand National Commission for Unesco, may I express most warmly our deep appreciations to His Excellency Mr. Chuan Leekpai, Minister of Education of Thailand, and Chairman of Thailand National Commission for Unesco for having taken time out of his very busy schedule to be with us and to address the inaugural session of this second regional workshop. May I also thank the Unesco Regional Office for Education in Asia and the Pacific for the kind encouragement, assistance and co-operation it has always given to the National Commission in carrying out national and regional activities in the field of education. My special thanks go to ACCU whose continued programmes and activities in the area of education and culture have been fully appreciated by all of us here.

Finally, may I take this opportunity to wish all the participants a successful workshop and a happy stay in this charming city of Chiangmai. If there should be anything that we, at the National Commission for Unesco could do to facilitate your stay in Thailand, please be assured that you will be most welcome to call on us.

Thank you.

V. Statement
by
Prof. Naotoshi Fukui
Director-General, Asian Cultural Centre for Unesco

Honourable Minister of Education,
Mr. Secretary-General of Thailand National Commission for Unesco
Mr. Deputy Governor of Chiangmai Province,
Dr. Kowit,
Mr. Chiba,
Distinguished participants,
Ladies and Gentlemen,

It gives me a great pleasure to say a few words of greeting, on behalf of the Asian Cultural Centre for Unesco, on the occasion of the Opening of the Second Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific, held in this beautiful city of Chiangmai.

First of all, let me express my deep appreciation to all the distinguished participants and observers who have come all the way to participate in this Workshop.

I should also like to express our heartfelt appreciation to Your Excellencies of the Minister of Education, Thailand, Dr. Kowit and all the people concerned in the Ministry. Ministry of Education, Thailand, gave us a ready consent for jointly organize this Workshop in this

country and rendered us all possible and thoughtful co-operation, by making all necessary arrangements, such as finding the Workshop site, preparing field test and giving us most efficient secretarial services.

Our another appreciation must go to Mr. Chiba and Mr. Sakya from the Unesco Regional Office for Education in Asia and the Pacific. Without technical and financial assistance from the Unesco Office, this Workshop could not be held here today.

Asian Cultural Centre for Unesco, so called ACCU, is a body which has been carrying out, in close collaboration with the Unesco Member States in Asia and the Pacific, various kinds of regional joint programmes in the fields of book development and cultural promotion in Asia and the Pacific.

In recent years, ACCU has been exerting its considerable efforts in developing materials for neo-literates as a new attempt for regional benefits. Since 1981, ACCU has been promoting, in collaboration with Unesco Regional Office and experts in participating countries, this new regional joint programme in such a way that ACCU develops prototype materials for neo-literates with blending expertise and experiences of respective participating countries and lets these developed materials be used in each country.

Speaking about last year, ACCU organized, for the first time, this rather unique regional workshop, in collaboration with Ministry of Education, Philippines, during which literacy experts from 12 participating countries workd together to produce actual materials for neo-literates, and finalized some materials after making field testing in the Philippines.

I am very happy to inform you that we could bring to this Workshop three materials jointly developed during the last Workshop and printed by ACCU after proving their effectiveness as regional exemplary materials.

This Workshop is, therefore, second for this kind. And as we have with us numbers of distinguished experts who are actually working in the frontier of the literacy projects in respective countries, I hope and believe that fruitful outcomes would be brought forth based on the last year's experience.

Now, it is indeed our utmost pleasure to be able to hold this Workshop for the first time outside Japan from its very beginning until end in this time-honoured city, Chiangmai. As I mentioned earlier, it is totally due to profound understanding and dedicated co-operation of the Ministry of Education, and also our deep graitude must go to Mr. Deputy Governor of Chiangmai Province and people concerned in the city authorities for thoughtful collaboration.

I understand that Thailand has been exerting much efforts in literacy promotion for long time and attained notable achievements in this field. I belive that these experience and accumulated knowledge of Thailand would give a lot of insights and guidances to the participants in this Workshop.

Please allow me to assure you here that all staff members of ACCU would make our best efforts to bring this Workshop to successful closing under the wonderful collaboration of staff members of the Department of Non-formal Education. I should also like to invite all participants' eager and constructive opinions and suggestions which are indispensable to the success of the Workshop.

In the end, please allow me to speak about my personal matter. I was appointed as the Director-General of ACCU last year. And as a matter of fact, this is my first mission abroad since I joined ACCU. It is therefore my undescribable pleasure and honour that the place of my first visit is such a calm, time-honoured and beautiful city like Chiangmai.

Thank you very much.

VI. Statement
by
Mr. A. Chiba, Deputy-Director, Unesco ROEAP

Your Excellency, the Minister of Education
Honourable Deputy Governor of Chiangmai
Secretary General of Thailand National Commission for Unesco
Director-General of Non-Formal Education Department
Director-General of ACCU
Distinguished Participants,
Ladies and Gentlemen,

It gives me a pleasure, to welcome on behalf of Unesco, fellow literacy workers from Asia and the

Pacific to the Second Regional Workshop on the Preparation of Literacy Follow-up Materials. Unesco is very happy to work with the Royal Government of Thailand and ACCU for jointly organizing this Workshop which touches on one of the critical issues in the eradication of illiteracy, namely the production of reading materials for neo-lietrates.

We are particularly honoured with the presence in person of Your Excellency the Minister of Education, at this Inaugural Session. We have always been impressed by the importance Your Excellency attaches to the development of literacy in this country and your presence here this morning gives all of us the source of enlightenment and encouragement.

Thailand has many innovative experiences in literacy and she has achieved a considerable progress in reducing illiteracy. It is therefore an extremely valuable occasion for us all to learn from the Thai experience. We are very happy that this Workshop is organized with the help of the competent team of Thai non-formal educators headed by Dr. Kowit. Unesco has had many occasions of co-operation with this able and charming team in the past and their involvement always brings out successful and rewarding results.

I should also like to thank Mr. Fukui, Director General and his colleagues of ACCU for organizing this Workshop in Thailand. The name of ACCU is well known in the region. In fact many people of the region have had pleasant experiences of working closely with ACCU and once they worked with ACCU, they remain friends and co-workers of ACCU. Many of these co-workers are present here this morning and wish to welcome the ACCU team to this beautiful city of Chiangmai.

Honourable Deputy Governor of Chiangmai, we are once again here thanks to the generosity and charm of Chiangmai. The charm of Ciangmai has a mystical magic attracting people back again and again to look for renewed enchantement. Chiangmai always offers something new, something more profound and deep each time people visit.

Ladies and Gentlemen,

The problem of illiteracy remains one of the serious menaces to the realization of human rights and presents itself as an obstacle to development in many countries of the region. Although the rate of illiteracy among the population of 15 and above has declined from 46 per cent in 1970 to 40 per cent in 1980, the total number of illiterate population over 15 years has increased from 537 million in 1970 to 600 million in 1980.

Continuing rapid rate of population growth, problems of education systems in attracting and retaining children in primary schools and slow rate of progress in literacy programmes are all contributing to this unfortunate situation.

We have a long way to go to achieve the universal literacy in the region but we must also give a credit to our fellow literacy workers for the tremendous literacy drives they have achieved in all countries of the region.

Much of the actions at national, regional and international levels are now pointing, in a concerted way towards the achievement of universal literacy by the year 2000. At national level, we are happy to witness that all Governments attach priorities on the eradication of illiteracy in their national plans of development. Unesco's campaign to celebrate International Literacy Day and to reward meritorious literacy works throughout the world through Literacy Prizes are bearing fruits. In fact one of the most prestigeous international literacy prizes of Unesco was contributed by the founding father of ACCU: the late Mr. Noma. I must say that many literacy workers have been inspired and motivated by the Noma Literacy Prize. All the participants must be happy to work directly with the ACCU team of specialists who have been directly selected and formed by such a great man of literacy.

At global or international lavel, Unesco's new major programme "Education for All" has made a considerable influence on educational authorities to give a fresh look at the link and co-ordination between literacy and primary education. A new trend is already evident to combine efforts for universal primary education and universal literacy.

At regional level, where our vocation lies, Unesco ROEAP has been actively pursuing our missions. During 1981–1983, five regional literacy training workshops have been organized in wich 98 key literacy workers of the region have been trained, 16 study visits for 54 literacy personnel have been organized and 31 national activities have been supported. Our co-operation with ACCU in the promotion and development of reading materials for rural population is well placed within Unesco's regional programme of action.

We have also completed 13 national studies of literacy situation and on the basis of the review and analysis of the data collected, a regional perspective literacy plan has been prepared for consideration by the 5th Regional Conference of Ministers of Education next year. If approved, it will provide a more clear direction and systematic framework for regional co-operation in literacy.

We tend to look at the gloomy side of the picture when we discuss the problem of literacy. But we must also realize that the Region has the largest literate popu-

lation of the world as well. 620 million literates in 1970 have now increased to 900 million liteartes in 1980, which constitutes an enormous potential resource. It means that the average of 28 millions have been made literate each year during the last decade.

The extrapolation of the past trends shows that there will be 677 million illiterates in the region in the year 2000, if the present level of annual output is maintained. That means, if we are to achieve the universal literacy by the year 2000, 62 millions are to be made literates each year between now and the year 2000. To provide post literacy materials for 28 million new literates in the past has already been a difficult task for most Governments concerned but it will be a totally different magnitude and proposition to cope with the 62 million new literates. This fact gives a special dimension to the importance of post literacy and reading material development because new literates are most vulnerable to relapse into illiteracy unless appropriate reading materials with continued training and support are provided. Although it may appear an impossible task, we have got to realize it if we are serious in our effort to achieve universal literacy in the year 2000.

These statistics alone tell you why you are here today and what you are supposed to do in the years to come.

On behalf of Unesco, I should like to reiterate our grateful thanks to the Royal Government of Thailand and ACCU for organizing this Workshop and I wish every success of the Workshop to come up with to meet this challenge.

VII. Keynote Speech
by
Mr. Sman Sangmahli
Permanent Secretary, Ministry of Education

Topic: The Importance of Community Information Systems and Reading Materials for Rural Areas

Everyone working in literacy and post-literacy activities in rural areas must realize that they are up against the age-old tradition of oral exchange of information, which has been one of the main characteristics of rural culture for as long as that culture has existed. From the point of view of rural people, literacy is something that has been imported, and even imposed from the outside world. It arrived with the establishment of primary schools for their children and with the extension of the national government's activities and its wish to provide services and communicate its policies to the people.

In a world of rapid change, no one can deny the importance of literacy as a basic tool in helping rural people to acquire relevant new information from the mountains of written material, and to adapt it for their own benefit. But it is unrealistic to expect written communication to usurp the oral tradition. A farmer who goes to town to buy medicine, pesticides or fertilizer, even if he is literate, will still rely on the oral instructions asked of the seller, rather than read the instructions written on the goods themselves. Equally unrealistic is the expectation that rural people will pick up a booklet on health care to read at their leisure. Consequently, even through written materials naturally filter through to the rural areas, supplemented by the conscious efforts of people like yourselves to produce and disseminate materials for neo-literates in rural areas, the fact remains that there has to be some kind of educational activity that will like the rural people and their oral tradition to the world of written communication.

Such an undertaking should start from the basic premise that people will learn to read and write when they feel a necessity for doing so. This is especially the case with neo-literates with the background of oral communication that I have already mentioned. Such educational activities should follow all literacy classes and should aim at helping the neo-literate to appreciate how the oral tradition can be supplemented by, and combined with written communication, so that he or she can, to the extent that this is possible, get the best of both worlds. At the same time, these activities should explore the ways and means of applying literacy skills, both reading and writing, in their quest for information.

Once activity that, I would like to suggest, would serve the purposes mentioned above is a 'Reading Circle'. This would be a group of 8–10 neo-literates who would meet once or twice a week to read together, to discuss and exchange views on what is read, to write together, and to exchange books or other reading materials.

What reading materials could they use? It is not difficult to make up an extensive, varied and feasible list.

- Daily newspapers, both national and local editions;
- Books and magazines available in the Village Reading Centres or from mobile book-cases;
- Books borrowed from the libraries of local primary schools;
- Public announcements;
- Correspondence with other Reading Circles; and
- Replies from persons or organizations to which the group has directed enquiries.

Apart from giving the members of the Circle the opportunity to practice their skills in reading material whose content can be orally reinterpreted and discussed with respect to its value and possible application to their lives, the group can be encouraged to seek further information on subjects of common interest through written correspondence, especially with sources outside the village. This would demonstrate and emphasize the use of literacy in a real-life situation in a literate society in which writing skills are equally important as reading.

I would like to make the observation here that many educators involved in literacy activities are primarily concerned with reading skills. This leads to concerted efforts in producing and disseminating reading materials. Though the availability of reading materials is necessary for the maintenance of reading skills, it does not necessarily lead to full literacy. Reading is one-way communication. It is the intake of information that is largely under the control of the writer. If literacy is viewed as a liberating force, then the people should surely be encouraged to express their opinions and give feedback in writing. Writing is active whereas reading is passive. In education for rural development, are we not trying to help people to become more active in taking their future into their own hands? Writing skills can empower people in the same way.

In working with neo-literates, we should be thinking of activities to promote writing skills. Here are a few suggestions that could be included in the activities of a Reading Circle:

- Writing letters to other Reading Circles in other villages to exchange news and opinions;
- Writing to government agencies for information and assistance in any particular area of common interest, or even to complain of unsatisfactory services;
- Writing to commercial agents or companies for the price of goods or other required information;
- Writing memoranda, reports, or records on the progress of the Circle;
- Keeping accounts of personal or family expenditures and income.

The Reading Circle may even venture into preparing their own publications, such as booklets or a newsletter, to be circulated among community members and exchanged with other communities. Such writing could include articles, stories and advertisements taken from newspapers and magazines.

Another important activity relating to the promotion of literacy skills for neo-literates in rural areas is the establishment of community information systems. As we know, the mass media system that we are familiar with has hardly penetrated into the rural areas. The most accessible news and information channel for rural dwellers seems to be the radio. With most villages accessible only through dirt roads, commercial printed materials have hardly any readership among rural people. The Ministry of Education in Thailand has made a great effort in assisting villagers to set up reading centres in many villages as outlets for newspapers and other donated books and magazines. But this programme is constantly plagued with the difficulty of maintaining these reading centres. The ideal situation is to have a fully functioning and continuous system of production and dissemination within a community to supplement the printed materials received from outside and literacy activities such as the Reading Circles described before. The system should, however, involve not only the neo-literates, but also the rural community which has the same need of news and information.

The one institution in the rural community that has links with the nation-wide communications system is the schools. Here in Thailand, primary schools represent the educational institution that is closest to the grassroots. They are responsible for the primary school leavers who reside within the community. Each school or group of schools can act as the production and dissemination unit for the community with the help of the pupils and their parents.

Materials produced from the school or school cluster may be simple mimeographed newsletters or booklets containing news and information relevant to the community. Simplified versions of articles, stories and novels can also be produced as introductions to new books acquired by the school libraries.

Local radio stations can also help by broadcasting programmes that review or retell passages from books and documents that are locally available, in addition to regular news programmes. They can also encourage people to write in with requests for further information in order to create a two-way communication that can directly serve the interests of rural people.

As the immediate task of the participants in this Workshop concerns the production and try-out of materials for the neo-literate, my final comments will be directed towards the types and characteristics of materials for the promotion of literacy skills to be

produced and disseminated from outside.

Form my experience, materials produced by government agencies concerned in rural development, such as Departments or Ministries of Health of Agriculture, normally contain purely technical information. In my opinion, materials for new literates should, first of all, be attractive, in order to arrest the attention of the target groups. Their content should be varied, and should not concentrate on the dissemination of information alone. They must be written in such a way as to arouse the people's imagination and interest, because if people find them dull, they will not read on and all the useful information will go unheard. The bored reader does not read very much at all.

Let me make some suggestions have for the kind of content for reading materials that might be considered suitable within the Thai context. It is a mixture of the informative and the entertaining.

- Vocational knowledge;
- The lyrics of popular folk or country songs;
- Biographies of famous movie stars or singers;
- Information on health-care and the use of medicines both traditional and modern;
- Local folk tales;
- Knowledge on food preparation and nutrition;
- News of sports and games and biographies of famous sportsmen and sportswomen;
- Information on the market prices for agricultural products;
- Information on tourism, important and interesting places and historical sites within the district or provinces;
- Simplified versions of novels and short stories.

In conclusion, the preparation of neo-literate materials for the rural areas has to be based on the understanding that written communication is a supplement to the older tradition of oral communication. Activities and materials designed for this setting should attempt to link the two types of communication in order to create a literate and learning society that is both able to function continuously on its own, and also can remain in constant touch with the outside world.